

GIRARD COLLEGE

PRESIDENT'S REPORT FOR 1941

Girard College, December 31, 1941

Board of Directors of City Trusts,

GENTLEMEN:

A calendar year has never come to an end at Girard College during a more serious time than the present. Grave responsibilities, hard work, and genuine privations are ahead of all of us, but these will mean sacrifices of money, energy, and comfort that seem small when compared with the tasks which must be completed by our armed forces. Our Girard tradition of hard work must be carried on now that softness and laziness are betrayals of the national war effort. As a group, Girard boys have been in the habit of meeting the challenge when put to the test, and they will continue to illustrate the truth of Woodrow Wilson's statement that "character is a by-product of hard work honestly performed."

The writer is compelled to refer to an educational problem that the present emergency has emphasized. To the point of becoming tiresome, it has been asserted that American youth is soft and unequal to the demands of the times. But it can be seriously questioned if our young people are physically as unprepared as the alarmists would have us believe. To be sure, too many young Americans are willing to be spectators rather than participants in sports, and motor cars have saved their shoe leather at the expense of their physiques. Yet there are indications of the physical superiority of the new generation over their elders at the same age, and innumerable young men who were supposedly soft have responded quickly to the exacting scheduled life of our army camps.

It is true, however, that many young Americans are intellectually soft. An overwhelming majority of American secondary schools and colleges, both public and private, have not given their students enough mental work to do. Moreover, these schools have been satisfied with a pitifully low standard of achievement. Pseudo-equalitarian notions about education held by the public at large have betrayed some educators into accepting as a minimum achievement for all what the poorest third of the students have been able or willing to do. The exceptions could be listed but the list would not be long; in general, American educational institutions have failed to provide adequately for their best students. Our schools and colleges have taught democracy effectively, they have followed democratic principles by creating magnificent opportunities for average and poor students unequalled elsewhere in the world, and they have performed their mission of preparing the citizen for the complex life of the modern community. But they have demanded too little of their most promising young people. They have failed to insist upon high levels of attainment from the best minds, and have permitted the more able students to pursue without intellectual challenge curricula that were constructed for their less able fellows. The result is that the majority of our most capable young people have had too much mental ice cream and too little meat, and are indeed intellectually soft. This is an educational wrong that must be corrected in the immediate future. Unfortunately its victims of the recent past may not be able to make, in the present emergency, the contribution of leadership and skill that their abilities should entitle the nation to expect of them.

Turning to our own scene, we see that for three decades Girard College has been effecting a gradual reduction of restrictions governing conduct and the substitution for external control of an amount of inner or self-control in proportion to the ability of the student to exercise it. Life here, as in many other schools, must be freer, happier and more natural than it was thirty years ago. It certainly offers more opportunities for individual growth and real character development.

As we become more consciously a nation at war, and everyone, young and old, becomes somewhat unsettled if not restive, we must make every effort at Girard to hold the progress that has been secured. In a war period it is very easy to slide back into the ways of regimentation and authoritarianism, and to think of the individual as less important than we once thought him; indeed we might lose sight of the very things that the nation is fighting to keep.

At the same time that we are attempting to inculcate self-control, we must not allow the school to lose any of its intellectual rigor. Our boys must not become intellectually soft. They must work up to their capacities. We shall not be able to have "education as usual," but we must make certain that in a period of substitutes we accept here at Girard no inferior substitute for our tried and tested educational program. It is a program that insists upon high standards and accomplishment. The Founder, who said that "to rest is to rust," would not have been satisfied with intellectual softness.

THE STAFF AND PROFESSIONAL GROWTH

Girard College may well be proud of its buildings and equipment. But the staff makes Girard College what it is. If we fail to maintain the high quality of the staff in every department, the College will be something less than it ought to be and something less than its Founder clearly intended it to be.

A complete list of the changes in staff that occurred in 1941 will be found in Appendix A. It is to be noted that the catalogue of students, which is Appendix U of this report, has been separately bound for the use of a relatively small number of persons.

On Saturday evening, December 6, almost two hundred persons, including staff members and their wives, and members of the alumni, held a testimonial dinner in Founder's Hall for Mr. Ernest Cunningham, who was to complete, at the end of the next month, fifty years of service at Girard College. Mr. John A. Diemand, who had worked in Mr. Cunningham's office during part of his career as a student at Girard, was one of the

speakers. It is to be hoped that Mr. Cunningham's retirement at the end of January and his release from the burdensome responsibilities of his position as Superintendent of Domestic Economy, will mean long years of complete freedom and relaxation, with more opportunity to travel and secure the good health that has not always been his, though no evidence of this appeared under his infectious laugh and his progressive attitude toward everything. Not many men can contribute a half century of service to any organization, and few can make the broad contribution that Mr. Cunningham has made to thousands of younger alumni of the school which is Mr. Cunningham's own Alma Mater. It is a pleasure to make note here of your decision to publish the book, "Memories of Girard College," which Mr. Cunningham has written at the suggestion of several of his colleagues.

Sudden death claimed Miss Christine K. Mininger, a governess in Good Friends Hall, while vacationing with friends. Two former teachers, Miss Katherine K. Hobbs and Mr. Benjamin F. Braim, also passed away during the year. These three Girardians had a part in the moulding of many a young fellow on whose heart the "temple on the hill" had stamped itself. Miss Anna M. Craft, who retired during the year, also played a similar role.

Five teachers in the Elementary Schools and the Assistant Directress of Nurses have resigned to marry. Defense work or service in the army or navy has taken several of our staff members. Captain William R. Landrum has had his leave of absence extended, and a similar leave has been granted to Mr. Louis Baldino, who is at present a flying cadet. Mr. Frank J. Ratschof, a substitute housemaster, entered the army. Mr. Frank S. Glendening, part-time Teacher of Accounting in the Post High School, was called as a Reserve Officer into naval service. Miss Frances E. Wildonger accepted a commission in the army as a nurse. We are proud to have these people representing Girard with the colors, but we miss them. Miss Ruth M. Smedley, governess in Good Friends, resigned in the fall to enter program work under the auspices of the United Service Organization. Mr. John N. Williams, a substitute housemaster for a few months, and Miss Mary Luehring, gover-

ness in the Junior School, resigned to enter educational work elsewhere.

It may be interesting to review the methods employed for stimulating members of the staff to professional growth. The Superintendent of Household says:

"The best stimulation to professional growth in the staff of the Household is the solving of the many problems that grow naturally out of work with boys. They are not theoretical problems, but real ones involving not only personal thought, but often conferences with teachers in the schools, the Director of Student Personnel, Senior Housemasters, and the Superintendent of Household. Books on education in the College library play their part, and many of them dealing with social group work are circulated by the librarians. Some use is also made of the excellent collection in the Pedagogical Library. Attendance at Schoolmen's Week at the University of Pennsylvania, conferences at Temple University, meetings of the social agencies in and around Philadelphia, the reports of members returned from sabbatical leave and visits to other boarding schools, the meetings of the Household Association, bi-monthly meetings of the Senior Housemasters and frequent meetings of subdivisions of the staff, all help to form a sound philosophy of education and foster the development or modification of procedures in the supervision of the school home life of boys. Several members have carried on work in education and allied subjects at the near-by universities, and two have secured the degree of Doctor of Philosophy within the year. Seven men and women pursued special courses in these schools during the summer vacation."

Similarly, the Supervisor of Playgrounds and Recreation says concerning his group:

"Teachers' conventions have been attended, first aid and Red Cross life saving classes carrying college credits have been conducted, Boy Scout meetings in the city have been well patronized, classes for folk and social dancing have been joined, and a health education class for juniors in high school has been conducted by one of the playground teachers. The College library is used extensively by this group and the regular reading of such magazines

as Hygeia, Education Digest, Health and Physical Education, The Athletic Journal, the Boy Scout Magazine and the Pennsylvania School Journal is carried on by the majority of teachers."

After commenting on the contacts maintained with industry and other educational institutions by members of his staff, the Superintendent of the Mechanical School says:

"Routine methods for professional growth include our subscriptions to a reasonable number of technical trade journals which are circulated among the staff, the receipt of a considerable amount of technical information which reaches us as direct mail advertising, occasional demonstration by moving pictures, or direct use of machines and testing instruments. A small group, of whom the moving spirits are Mr. J. Holland Heck, Mr. Creel W. Hatcher and Mr. Earl E. Morrow, are developing moving picture slides, and photographs of operations in their respective fields. About one-third of the staff are members of the Pennsylvania Vocational Association, the American Vocational Association, or a regional group of vocational teachers."

The Supervisor of High School Instruction mentions his interesting method of referring articles and books to faculty members and of tearing apart for distribution copies of one or two periodicals, and states:

"My experience as a member of a visiting committee for the Commission last spring convinced me of the real value of having teachers visit other schools. We hope this year to send teachers to schools where unusually good work is being done in designated areas. Comments made by Dr. Wolf and Dr. Haskell on phases of the work at Baltimore Polytechnic High School were very helpful.

"Whenever possible I think it wise to have teachers attend professional meetings: much of the material is worthwhile, contacts are made, and opportunity is afforded for participation in discussion and committee work

"The growth of teachers in service is helped, too, by having good inspirational speakers come to the College, on occasion, to address the faculty

"I still believe that one of the most important helps to faculty growth is the stimulation that comes from the weekly

departmental meetings, when in these meetings we discuss new material, new methods, new objectives—not limiting ourselves too much to routine matters. In our weekly meetings of the heads of departments new plans and needs are discussed; these are carried to the department group meetings.”

In the section of this report devoted to the Elementary Schools reference is made to the philosophy of education set down by their teachers and presented as Appendix D. The Supervising Principal of the Elementary Schools makes the comment: “The recording of this philosophy of education illustrates very well the device of committee action for stimulating professional growth. The group did wide reading, called for supervisory assistance, presented their report to the faculty as a whole, received its criticism, and incorporated that into the final product.” He continues: “All educational authorities are agreed that a most important phase of school administration is the improvement of teachers in service. It might be well to pay more attention to the original step in the process, namely the employment of teachers. A vital, perhaps the paramount, duty of a school administrator, is the selection of suitable young men and women for instructional jobs. Given able raw material, supervision and in-service training are not too difficult, very often being a braking, rather than an accelerating operation. Live minds, interested in the activity movement, never lack projects they wish to essay for the improvement of their rooms, their buildings, or their system

“In the Girard College Elementary Schools we have the following general policy for stimulating in-service growth of teachers:

1. Provide working conditions and materials which will foster good work.
2. Encourage teachers and supervisors to try newer practices which have met with success elsewhere.
3. Be readier with praise than criticism, and seek out ways of helping, perhaps by recommending reading matter, a school to visit for observation purposes, a device of merit, in fact anything that will be of practical assistance.

4. Provide as much opportunity as practicable for teachers to decide on school policies in a truly democratic manner.

"Specifically our general policy is carried out by the following means:

1. Observation in the classroom
2. Individual conferences
3. Small group conferences
4. Unit or building conferences
5. General faculty meetings
6. Committee activities
7. Recommended readings in magazines, books or pamphlets; sometimes the distribution of specific articles of worth, not easily come upon, after adaptation to local needs.
8. Circulation of a small number of magazines dealing with elementary school problems. This is supplemented by the main library circulation of other professional periodicals.
9. Provision for visiting other schools where good work may be seen.
10. Approval of undergraduate and graduate courses in summer school. Work during the regular college year is also recommended, in some cases.
11. Provision for the bringing forward of faculty suggestions for general or specific improvements through the democratic discussions of the Elementary School Club.

"It has been many years, if ever, since the annual report of our department contained any mention of the Elementary School Club. This organization is the faculty's alter ego, the one in which it 'is itself' without administrative interference. Mr. Harold Barnes, formerly Supervising Principal of the Elementary Schools, sowed the idea about twenty-five years ago, and it has brought forth a social and professional harvest. The Club's activities are planned and directed entirely by the teachers."

The Girard College Library was probably the first school library to develop long ago a program for giving active professional aid to the faculty. This assistance has been continued and about it the Chief Librarian says:

"It is fortunate indeed that it has long been a part of the

program of the Library to furnish a large number of periodicals for circulation among our adult population. Each person has the privilege of choosing the periodicals he wishes to see regularly, and through a process of rotation the Library checks out from twelve to fifteen hundred circulations each month to the adults of the College. These magazines are chosen with great care for their permanent and timely value, representing educational, literary, current events and technical fields, and through this method of regular distribution, they not only receive maximum use, but in turn keep our people in touch with the latest information in these fields.

"In much the same way the Library endeavors to keep its adult clientele in touch with the best of the new books as they are published. With the aid of critical reviews, and the helpful suggestions from members of the College staff in their special fields, the Library purchases each month such current books as seem best suited to the needs of the College. These books are put into circulation as quickly as possible, reaching in turn each person who is known to be interested. This might be termed the Library's contribution to the Defense Program—in thus supplying the means for keeping our men and women well informed and aware of changing world conditions, it is helping to condition them the better to cope with sudden changes in school and household programs in these critical and uncertain times, and is thereby making them better teachers and better officers."

The schools, to be sure, provide the hub for all our efforts at Girard and the choice of teachers is particularly important. Professor Irwin Edman, of the Philosophy Department at Columbia University, says: "Teaching has possibly the most ambiguous set of requirements of any profession in the world. Even in the elementary schools in a state like New York, teachers must know more about the world and about the sciences of human nature than a don at Oxford knew in the eighteenth century. Yet he must be much more; he must know not only his subject but his pupils' capacities; he must have the clarity of an expert expositor, the equipment of a scholar, the entertainer's sense of timing and of an audience, the communicative enthusiasm of a poet and a leader, and a passionate but reserved love

of the young. It is not surprising that there are relatively few good teachers in the world. It is astonishing that there should be so many."

A recent study shows that our median salary in each division was higher than the similar median salary in the public school systems of Philadelphia, Trenton, Hartford, and Boston, and lower than the similar median salary in the public school systems of New York, Yonkers, and St. Louis. These figures indicate that our faculty salaries are good, but not the highest by any means. In connection with savings that undoubtedly must be effected in the next few years, we must make a vigorous effort to see to it that "cuts" be made where they are least likely to impair the efficiency of the College or the morale of its staff and boys. This effort includes the preservation of our present salary levels. Budget plans for 1942-1946 were made with this thought in mind.

GIRARD'S STUDENT BODY

In an article that appeared in *Steel and Garnet* for May, 1941, written by Mr. Marvin W. McFarland, of the Class of 1936, who was this year a special assistant on the Library staff, it is clearly demonstrated that "the founding of Girard College was not, as some have said, a case of a wealthy old man's caprice seeking some object on which to bestow his millions and lighting accidentally upon the education and maintenance of fatherless boys. Rather it was the continuation, extension and improvement—the crystallization—of one of the persistently absorbing interests of Girard's life." Mr. McFarland shows that for forty years Girard helped to educate the youth of his day. Even his apprentices were not charged for the service that he rendered them, although the practice of making a charge was customary at the time. Girard "considered it one of his duties as a citizen to see that they acquitted themselves creditably." The sole conditions that Girard exacted were, as one of his biographers says, "good behaviour and implicit obedience to orders."

Here then were a number of foster sons of Girard looking to him for training and advice years before he thought of, or at least planned in detail, the great school that has had fourteen thousand foster sons.



Photo by International News Photos

THE EVER POPULAR GIRARD GINGER

And what are the younger foster sons like today? The Evaluating Committee of last spring noted two things that are summed up in a paragraph of a letter from the head of a large vocational school: "We were all greatly impressed by the splendid attitude of the boys enrolled in the college, and the records that your graduates have made in after life are ample proof of the splendid work that the college is doing." The Committee said that the boys' self-control and good manners were quite apparent, and that they have been wholesomely stimulated to a desire to learn. Speech habits were also mentioned as being generally good. The Committee was much impressed with the widespread interest of the boys in the informal activities of the school, and commented favorably on the assembly programs, the publications of the boys, and their interest in dramatic activities. The report reflected upon the fact that the school's graduates are to a considerable extent thrown upon their own resources, and it therefore commented favorably upon the program in Allen Hall, which was set up in 1937, as a very satisfactory transition between school and later life.

More than a quarter of the boys have student relatives in the College whom they see regularly. This autumn there were 465 students in the College who were brothers. Two hundred and seven had one brother, thirteen had two brothers, and three had three brothers. Included in the total of 465 were six pairs of twin brothers. Other statistical material concerning Girard students is mentioned in the section of this report having to do with Admission and Placement.

And what are these sons of Girard doing from day to day? The younger boys are pursuing a decades-old version of what is now being called an accelerated school program. The older boys are taking what is probably the only complete double curriculum in the United States. And what else? Well, at this date the *Girard Bulletin* for January, 1942, has already appeared, and it is interesting to examine it as illustrative of the round of events during the school year. The calendar mentions the names of the speakers and the anthems for the four Sunday morning Chapel

services; four sessions in music appreciation for the high school auditorium group under the direction of our organist; the reading of honors of the graduating class to the high school; the Washington trip of the Senior Classes; the dinner for the graduating class, the commencement exercises preceded by the flagpole demonstration, and the presentation of the key of responsibility to the Senior-one Class; the good-neighbor visit to the College of thirty-odd graduate students from Colombia, South America; the Saturday morning musical sessions in the Chapel featuring the organ, the junior band and the senior band; the participation of our senior orchestra in the Cultural Olympics of the University of Pennsylvania; the broadcast of the Girard College Dramatic Club over Station WFIL; an illustrated lecture to the older boys on "Modern World Adventure" and a similar lecture to the Junior School and House Group boys on "Interesting Birds of Prey"; the Friday moving pictures; an entertainment by a cartoonist for the older boys and a similar entertainment for the Junior School and House Group boys; the competitive drill of the Battalion; interscholastic basketball games to be played by both the first and second teams at the Penn Charter School; an interscholastic swimming meet at the Norristown High School; a basketball game with Ursinus College Freshmen held here; an interscholastic swimming meet to be held at the Haverford School; interscholastic basketball games for both the first and second teams to be held at the Pennsylvania School for the Deaf; interscholastic swimming meets for both the first and second teams with the Olney High School held here; the interscholastic athletic letter men's dance; a dance for Post High School students; a dance for the graduating class; a dance for the J-1 Class; and last but by no means least, final examinations for all high school students. The foregoing statement includes, of course, none of the intramural athletic contests or the hundred and one things that go on every day as part of our regular routine.

All these activities are scheduled, to be sure. Those mentioned are on the calendar for next month. But we have not mentioned the hobbies and personal interests of the boys, many of which are referred to in the section of this report having to do

with the Household Department. For example, attempts have been made from time to time by boys to form and develop dance orchestras. Two such attempts were made this autumn. One was short-lived, but the other, in Allen Hall, proved more abiding. From late September until the present time it has held regular practice periods and has played programs in Allen Hall, at the High School assembly, at a tea in Good Friends, and on Activities Night. Its success was due almost entirely to its student director and membership, for it had only encouragement from members of the staff and no expert supervision.

In the interest of eliminating over-participation in extra-curricular activities and of broadening interest in them, the Student Council of the High School has drawn up a plan that will go into effect at the beginning of the February term. This plan appears to be a real advance in regulating situations in which boys pursue hobbies or extra activities at the expense of their studies. As a matter of fact, there is a feeling on the part of the faculty that the student leadership in the High School is far above the average this year.

Two weeks ago the National Honor Society, which has a chapter in our High School, inducted fourteen new members. Dean Karl G. Miller, of the College for Women of the University of Pennsylvania, was the speaker. This semi-annual induction is mentioned in order to call attention to the fact that the members of this Society perform a fine service among the less capable boys of the High School by providing them with extra tutoring in the subjects in which they have the most difficulty. Needless to say, this contribution of student tutoring has had its part in the salvaging program.

Boys co-operate in innumerable ways to contribute to the smooth running of the College. For instance, a monitor in each of the upper houses has charge of the distribution of the passes that come to the house fixing individual dental appointments. Through the faithful discharge of their duties these monitors have brought about a marked improvement in the service, and no complaints of broken appointments have been made for several months. Another boy helper looks after overdue library books in each house. He receives all notices of overdue books, distributes

them to the proper boys, and is responsible to the librarian for the notations that such books have been returned to the Library. Some of the more stubborn cases are dealt with by the house-masters. This procedure has brought about a noticeable reduction in the long lists of overdue books, which formerly required repeated notices before the books were again in circulation.

Occasionally some member of the Board asks if our boys do any work around the College. It might be well to review the nature of our self-help plan which was instituted in April, 1934, after a study lasting several months had been made by President Herrick and several members of the Executive Staff. At that time thirty-seven employees were dropped when the program got completely under way. The present situation is in contrast with that of thirty years ago, for at that time, according to Dr. Herrick's reports, paid employees did practically all the work.

The belief has been growing in recent years that school youth, because they do little or no work with their hands, are becoming "softies." Be this as it may, there is no factor in general education more important than manual work for all classes of young people. It is a natural way of developing and using energy, and it aids youth to make the transition into adulthood readily and efficiently. We believe thoroughly in the self-help plan as an educational project, and as a substitute for the chores that every well conducted home can and should provide for its children. At Girard College and in a private home chores provide the opportunity to develop work habits and to make a contribution to the support of the place in which children are growing up.

In his annual report the headmaster of one of the most famous and most expensive boarding schools of New England raises the point as it affects his institution: "The time has come for a thoroughgoing study of ways in which we may, without lowering our educational standards, significantly decrease the cost of sending a boy to A more extended work program for the boys has much to commend it, quite apart from the economies it may make possible, for it is a good thing for a boy, whether at home or at school, to contribute of his time and ability to the

maintenance and welfare of the household. The aristocratic attitude toward manual labor is out of place in a school which is training the future citizens of a democracy, and the experience of co-operative work, both indoors and out, would be an excellent thing for our boys."

The amount of work done by the boys varies with their age. All make their own beds, even the youngest in the House Group. As the boys grow older their responsibilities increase. Under the direction of the Industrial Supervisors, younger boys of the fourth to seventh grades engage in a variety of work. They rake leaves from the lawns, sweep roadways and sidewalks, mow grass, clean locker rooms, pools, and gymnasiums. They regularly sweep, clean and polish the linoleum floors in Founder's Hall, keep its pavements and porticoes clean, clear the grounds of litter, empty rubbish cans, and occasionally level the track, and grade playgrounds and tennis courts after a rain. A statement of such boy-hours spent on maintenance work would be quite impressive. The boys do not show unwillingness to work. They seem to think it a good plan to finish the job without resentment, and it is seldom that there are problems of adjustment calling for the services of a referee—a happy state of affairs due to the tact and judgment of the two Industrial Supervisors, as well as to the good sportsmanship of the workers themselves.

When a boy moves to the upper houses he performs some of his work individually and some in groups. Squads are assigned to appointed tasks under responsible Senior-one student supervisors. As the latter move on to Allen Hall, new supervisors are chosen to take their places. Even in these upper houses responsibilities vary with age, and when the younger boys enter a house where they are to live for three and one-half years they are assigned to jobs of least responsibility. The plan works with reasonable efficiency, and in those supervising the work it develops a noticeable degree of self-reliance. These older boys all take two-week turns in waiting upon the tables in their dining rooms. In addition to taking care of their houses and the areas around the houses they mow the lawns, clear the walks and roadways of snow in winter, and put sand on icy pavements. A few years ago the gardener's force was reduced, and the area of lawns to be

mowed by boys was substantially increased. Some ridgy lawns and ragged edges testify that there is a real difference between work done by boys and the work done by men. However, this difference is accepted as part of the philosophy of the scheme, and an effort is made to raise the quality of the work done by the boys.

It is significant that in these times of stress our older students have not allowed themselves to be shaken from their educational goals. They are continuing to work assiduously to prepare themselves for the larger tasks that are ahead of them, and up to the present time they are not unduly restless, fearful, discouraged, or cynical. We are hoping that they will be able to maintain this sane balance.

The foregoing paragraphs are but a few glimpses of Girard's sons at work and at play on their way to manhood. Theirs is a busy life, a demonstration as it were of the truth of the Founder's notion that "to rest is to rust." They are beneficiaries of a foundation that represented an educational new deal when the Girard Will was written, a foundation that might not now exist, of course, if tax laws of the past decade had been in force at the time that the great Girard fortune was growing.

GIRARD COLLEGE AND THE WAR

There can be no denial of the fact that when the nation is at war a large school beats with the same pulse as the world outside it. As though there were something symbolic about it, the great floodlights that illuminated our Greek temple at night have not been turned on since shortly after the attack on Pearl Harbor. While preparations were being made for celebrating Christmas and producing the Christmas concert, there arose in early December the necessity of forming a complete organization for civilian defense within the College.

The College had never been complacent or smug in its attitude towards our national emergency. As early as October studies had been made of the College plant to determine what parts were safe for shelter purposes during air raids. Subsequent developments really had their beginnings at that time, and it is felt that the boys will be as well protected as it is humanly pos-

sible to prepare such protection. It is naturally our hope that these plans, however carefully laid and tested, will never have to be carried out under the actual conditions of an attack from the air.

Of course, some hysteria, war fever, and morbidity are inescapable. William Penn loved peace but he could never resist attending a hanging; and President Allen of Girard College surely looked benign, but he confessed that he could not help running to see a fight. It is up to us to see that a determination to work hard and to perform our tasks better is set up, instead of engaging in mere war excitement that accomplishes nothing. Every great effort is apt to have a fringe of fads and these should be avoided by educators. Geometry is still more important for undergraduates than military map reading, and physics and chemistry remain more vital than concentration on the Morse code and radio communication.

Even the most stable member of a student body may feel in war-time that, in contrast with what is happening across the seas, his own work is sterile and frustrating. And yet undoubtedly the best contribution that a young man can make to the war effort of his nation is to remain in school and finish his job. While it is the time to do our utmost to win the war and make sacrifices to preserve our democratic institutions, educators have in the training of youth an obligation to the future, a future that is to be insured by our war efforts. In discussing the National Defense Program a few months ago, Provost George William McClelland of the University of Pennsylvania said: "We of the Colleges can do no less than our best to meet these demands of the present; but we shall not, I hope, go too far in shifting the emphasis in our educational program because of temporary conditions. Behind the soldier is a citizen. Discipline imposed by others may be the need of the hour, but self-discipline and the command of one's resources that strong character implies will remain the marks of a free man in peace as in war. Educational aims and objectives must take the long not the short view; and broad development of mind and character are quite as much our concern now as formerly. In this crisis and in the time of reconstruction that will follow, leaders will be needed."

Civilian defense activities have become important since the Philadelphia area is producing almost one-sixth of our American defense materials, and this production is scheduled to be stepped up to six times its present amount. The Girard College Committee on Civilian Defense, appointed by the President of the College, consists of Mr. Anderson as Chairman, Mr. Davis and Mr. Evans. This small committee has served as a very effective steering group for the entire effort which has enlisted the coöperation of many members of the staff and the student body. Members of the household and other departments have attended classes held for giving instruction in air raid wardens' duties and other services. Committees having to do with the work of air raid wardens, fire wardens, police wardens, gas defense, and first aid have been set up under the chairmanship of Messrs. Campbell, Lawrence, Dunkle, Dennis, and Miss Suter respectively. Mr. Jacob Martin directs the efforts to coördinate our alarm system.

Instructions have been issued listing the buildings considered safe, as well as the locations in the buildings to be used as shelters by boys from various units. It has been necessary to prepare one set of instructions for use during school hours and another for use during the time when school is not in session. The following buildings have been selected as shelters for boys and employees during an air raid: Dining and Service Building, Founder's Hall, High School Building, Lafayette Hall, Good Friends Building, Infirmary, Junior School, and House Group Buildings.

The Entrance Lodge is now open twenty-four hours daily. This is a change frequently discussed as desirable for other reasons, but it has never been put into effect until the present emergency. A direct wire from the City Electrical Bureau for air raid warning information was installed on December 22, with telephones located in the Entrance Lodge, the Power House, and Mariner Hall. This wire is tested frequently by the Electrical Bureau. As a warning signal, a steam whistle has been installed. Since it is necessary to maintain lights in certain locations during the blackout, principal among which is the Power House, skylights and windows in these locations have been

painted black so that no artificial light is visible from the outside.

A civilian defense headquarters has been set up in the northwest room of the first floor of Founder's Hall, to which a headquarters' squad, composed of employees and boys, reports during a drill for assignment wherever needed. In addition, selected boys and employees have been assigned to locations in various buildings during an air raid alarm, so that each one has a definite duty and is thoroughly familiar with the handling of the equipment. Some employees are also being instructed by the College operator to operate the telephone switchboard, in order to have such persons available at night should an emergency occur. For the time being it does not seem necessary to have the telephone switchboard in operation during the entire twenty-four hours. Large "Air Raid Instructions" signs have been placed at prominent locations throughout all of the buildings. Other signs have been placed in individual rooms to inform the occupants of the locations of their shelters.

A quantity of sand has been purchased and placed in containers with shovels throughout the top floors of all the buildings. Other equipment purchased includes flameproof fabric and gauntlets, welding goggles, protector helmets, flashlights, fire axes, and stirrup pumps. For some time we have felt the need of a campus-wide alarm system to use for emergency drills of all kinds. For the holding of drills at unannounced times and for the dissemination of information by signals, the Committee thinks it advisable to have a separate alarm system of a sort that we do not now possess. It is proposed to tie together the separate building alarm systems in such a way that they can be operated simultaneously from a central point. As an additional precaution, a telephone sequence has been organized for use in case the fire alarm system should fail. As a third precaution a boy messenger service is ready to act should the telephone system fail.

As a precautionary measure all of the outside lights not controlled from a central point have been discontinued. These include the flood-lights that illuminate Founder's Hall, as previously mentioned. In order to protect the Stephen Girard

effects, sand bags have been placed inside the four windows of the Relic Room in Founder's Hall. It is planned to bring the ten safes and all of the ship boxes in which the Girard papers are now stored to the first floor room next to the Relic Room. In the interest of safety, all pictures and other objects hanging on the walls in locations used as shelters have been removed. Consideration is also being given to lighting fixtures in these locations. At the present time, we are barricading the windows in shelter locations in order to protect boys against flying glass. Windows in certain offices are also being barricaded. Attention is called to the fact that partial elimination of the daylight by the window protections will require much greater use of artificial illumination. This will result in increased power consumption in several buildings.

The boys serving in various capacities have performed their tasks well, and during the air raid drills and blackouts have carried out their assignments promptly, fully, and fearlessly. Members of the staff have accepted extra assignments cheerfully; here special mention should be made of Mr. Anderson, upon whom the major part of the burden rests.

Payroll deductions provide means by which Defense Bonds may be purchased by members of the staff. Many are carrying on war activities of one sort or another on the outside. Preparations being made for two Red Cross First Aid classes remind the writer that as early as July of 1940 a Girard College group of the Red Cross was organized under the supervision of Mrs. Zarella. The production of over twenty-five hundred garments, over three thousand dressings, and over three hundred sweaters is no small accomplishment. Fifty-six women of the College participated in this work.

The connection of the Mechanical School with the war effort is discussed in another section of this report.

THE ELEMENTARY SCHOOLS

The Elementary Schools of Girard College have been working toward an activity program for over ten years. Many teachers long in service have caught the spirit of the movement, and have gone on to real accomplishment, because they held fast

to that which was good in the traditional methodology, and yet combined it effectively with newer practices.

Recently a report served to confirm the results in our elementary schools and to give the teachers confidence in their work of the last decade. In October there appeared in the *New York Times* an article summarizing the report of an unusual five-year educational experiment, embracing seventy schools, and fifty thousand children in New York City, which, in the judgment of competent authorities, has more than justified an academic program that "represents a revolutionary break with the traditional educational methods of the past." According to the New York State Department of Education, which carefully supervised the project, the activity program tried out is "substantially as effective as more traditional methods of instruction in teaching the skills of reading, writing and arithmetic," and "superior in developing skills in critical reading, elementary research technique, and in the development of civic attitudes and understandings of social relationships."

Elementary schools all over the United States have been awaiting the results of this study because it had to do with a mass application of the activity method of instruction. Private schools and small public school systems had announced favorable results. Certainly if New York City could use the program with a sizable section of its heterogeneous school population, it could be employed anywhere. The great city tryout was required to silence critics who said the method was good only for limited numbers of pupils, under special setups of class size and roster organization.

This term every class from grades one to six inclusive is either non-departmentalized or has both English and Social Studies taught by one teacher. The reduction in the number of pupils, plus the retention of the necessary teachers on our staff, will permit us to reach the goal of non-departmentalization so long desired. Plans are now under way for the switch to straight grades in the Junior School by February, 1942, and, other things being equal, we shall be able to take the step in the Middle School sometime later in the year. It is interesting to note that non-departmentalized instruction of small boys

eliminates some discipline problems that would otherwise arise. Our plans include the use of special teachers for only art, music, and manual arts, who are essential for the most satisfactory results in these fields.

The excursion program for the year was a full one, although the actual number of journeys was not so large as in 1940. Last spring plans were made for increased activity in the fall, but the infantile paralysis quarantine cut off any such possibility, and, of course, affected the number of trips and of the boys taken on them. Outside trips were taken to approximately the same places as last year. The intramural excursions have again been quite numerous; many teachers are finding wide opportunities for nature study within the walls. It is surprising to learn how many birds, butterflies, moths, and insects can be seen on our grass plots.

The library-laboratory on the third floor of the Middle School continues to be successful and teacher interest in it has increased. Greater utilization of visual materials is evident, and this is paralleled by the increase in the size of collections sent for classroom use. While much remains to be done in the way of mounting and classifying pictures, assembling materials, and finishing the catalogue, a lot has been accomplished in the last four years.

This year the Remedial Class on several occasions has straightened out not only an individual boy but a class situation as well. The diagnostic comments about new boys submitted by the Department of Student Personnel have been as helpful as the suggestions later made regarding problem cases. While doing everything possible for such boys, the Elementary Schools have not neglected the recognition of their best boys. In the report for last year mention was made of the system of choosing honor boys. The teachers were not entirely satisfied with the results, because there were a number of boys whose citizenship records were noteworthy, but who seemed constitutionally unable to do a grade of academic work high enough to place them on the list. This year a second classification has been added, covering citizenship alone, which gives recognition to those lads who strive to help in the classroom, the halls, the lavatories, the

shops, etc. Requirements for the original honor are unchanged, while those for the second group are grades of straight "plus" in all social habits. Obviously some youngsters make both lists.

Since the specific purpose of the plan is to recognize and focus attention upon boys who make an effort to coöperate not only with teachers, but also with their own elected officers, the new list has raised the status of worthy citizenship. We feel that respect is developing for boys who exercise leadership for good, and that to become an honor boy is regarded by the boys themselves as amounting to something. Some sub-rosa planning for evil always exists and its leaders tend to be highly regarded. By providing ways for positive leadership within the school program and then recognizing it when it appears, we are counterattacking with notable success.

The boys in the Elementary Schools have perhaps had more outside contacts with art in 1941 than in any previous year. Groups have visited museums, churches, the Graphic Sketch Club, a Federal Art Project, and the Cultural Olympics art exhibit. On each occasion our boys were complimented for their gentlemanly behavior and their intelligent appreciation. The core of our classroom music is the preparation of worthy projects, which reach fruition in part-singing for general and junior assemblies, and in the monthly total-school anthem which is, at times, a healthful tax on their full powers. This latter effort brings a prideful sense of accomplishment to all instead of to the usual chorally fortunate few. The dramatic work of the Elementary Schools was weighted on the side of non-original plays. The past five years have seen the pendulum swing far to the other extreme. At almost any time in the middle of a term a visitor to one of our assemblies would see a simple presentation of a unit of work done in some classroom. It might be "Life in China," or "Indians," or "Argentina," or "Poets." Frequently the dramatic form is followed closely, but upon occasion a narrative style is employed; in any case one senses that he is seeing genuine children's work.

As the activity method of instruction progressed through the Middle School, it became evident that more coöperation from the Manual Arts Department was needed. It was soon

recognized, however, that a manual arts program more closely integrated with the classroom units of work, while desirable, could not replace the regular practice needed to develop skills in the use of tools. Consequently the regular class periods for shop work have been continued. The work is fitted to the child's physical and mental growth, and a flexibility in the choice of projects is maintained which prevents boredom. Thus is provided the kind of necessary training that does not leave the development of skills to chance. Much has been added even beyond this point. Fourth-grade classrooms have been equipped with small workbenches and basic tools for carrying on simple construction projects. The more complicated phases of the work requiring care and expert supervision are delegated to the shops, but on occasion one of the manual arts instructors goes directly to a classroom to help with a difficult problem. Boys also go individually and in small groups to one of the shops, at times other than their scheduled periods, to work on material for their classrooms. The passing of time will increase the amount of integrated work, and we shall try to develop a roster which will permit the manual arts instructors to meet the demands made upon them. Here, again, we want a program that does not sacrifice either skills or class motivated activities, and we are sure that it can be worked out.

It seems fitting to mention the improved appearance resulting from the variation of colors in classroom painting. Much of the drabness has been removed, and the teachers and boys now work in a more cheerful atmosphere. They appreciate the new color combinations and feel that they help their work. The Department of Grounds and Buildings has been sympathetic to the aims of the Elementary Schools. Rugs, curtains, attractive pictures, and new type furniture all play a part in promoting a modern educational program.

For several years a sanely progressive program has been spreading through the Elementary Schools and both teachers and supervisors feel that it is now time to crystallize the philosophy which lies back of our changing emphasis. The philosophy would have to be molded according to our local situation. Therefore, the Supervising Principal of the Elementary Schools

appointed a committee of six teachers to lay the foundation of a philosophy that would be forward-looking, yet practical and suitable for their departments. Many meetings were held, and the final product of the committee's work was submitted to the faculty as a whole, and twice returned to the committee for revision prior to approval. This statement of objectives for the Elementary Schools of Girard College is included in this report as Appendix D.

Once a philosophy of education was adopted, all courses of study had to be examined to see whether they were in agreement with it. Several required revision, and another committee consisting of six different teachers began to work on a form usable in writing up altered units of work. The Assistant Supervisor and the teachers in each grade group then went over the work in their grades and, after investigating courses of study from many other places, set up a classification of required and optional units. This line-up provides a chronological sequence throughout the grades, but at the same time gives opportunity for teachers to bring in experience units having to do with science, current events, or other topics.

The year 1942 holds out prospects for us that five years ago seemed very far away. Chief of these, to be sure, is complete non-departmentalization and further integration of our elementary work. It is probably true on the farm that "good fences make good neighbors," as Robert Frost assures us in "Mending Wall," but it is certainly not true in an elementary school grade as applied to subject matter.

THE HIGH SCHOOL

The outstanding event in the High School for the year was the survey conducted in the spring under the direction of the Coöperative Study of Secondary School Standards. Nothing could be more stimulating than to have such a group with large experience in the educational field visit us and critically review what we are doing. In fact, there is nothing in the whole field of education, from the first grade to the graduate and professional schools, instituted between the two World Wars, that will probably have more beneficial and far-reaching effects than the Coöperative Study.

In anticipation of this study, faculty committees had been appointed to draw up a statement of the philosophy, the aims, and the objectives of our High School. The crystallization of our philosophy and of our aims into concrete statements was of itself most worthwhile, but it was of far greater value to see whether we are doing what we profess to be doing. No educational institution wants to be in the unenviable position of the school described in H. G. Wells' autobiography that did not know "what it meant to do" with the student or "what it meant to do with itself." In reviewing the statement of philosophy and objectives of high school education at Girard College, the Evaluating Committee noted that much of it originated in the will of Stephen Girard, and made the comment that "it is fortunate that so much which seems to be of universal truth was included in that will. The goals set up by Stephen Girard seem as appropriate today as they were at the time of their origin. The philosophy which was presented by the schools seems entirely consistent with the wishes of the founder, and yet it forms a basis for progressive development of the program of the school." The philosophy and objectives of the High School appear in this report as Appendix E.

The report of the Evaluating Committee commented favorably on the intensity of the program "which makes more certain the development of good work habits. These habits may be responsible to considerable degree for the success of Girard College graduates in higher institutions." It also said: "The best evidence of the quality of the outcomes of Girard College comes from the appraisal by employers and others who come in contact with the graduates." The report approved the concern shown by members of the staff for providing "for individual needs that grow out of differences of ability and interests." The Committee was impressed also by the opportunities existing for a superior guidance service at Girard College and the manner in which these opportunities were being seized, even though additional unification is desirable. In this connection I quote from the report of the Supervisor of High School Instruction: "As I review our whole guidance set-up, I am convinced that few schools have as well-balanced a program as we have. We have more

people who have a share in studying and in advising a boy, and the program stretches over a much larger period than can be found in the majority of schools. I feel safe in saying that the record of a boy finally compiled in the Office of Admission and Discharge is the most complete and the most helpful available anywhere. Here is to be found an eight-year health record of a boy—in fact, his health record since birth—not the chance report of the family—but a bona fide physician's report. Here is a carefully prepared statement from men who have had a household relationship with him for four or more years. Here is the record of his academic achievement, the judgment of the faculty as to his ability, dependability, his spirit of coöperation. Here are his vocational accomplishment and the judgment of his vocational teachers. Here is the story of his interests, his hobbies, his extracurricular activities, his service to the school."

The Evaluating Committee looked with favor on many of the innovations introduced by Dr. Twitmyer in connection with vocational guidance and other personnel procedures, and by the reorganized Department of Admission and Discharge under Mr. Macy. The report comments on the fact that the follow-up of graduates is unusually complete. It also states that the instructional procedures used throughout the High School are superior, that the staff is unusually well-prepared in both academic and professional fields, and that there "is obviously a high professional interest and a thoroughly cooperative attitude toward solving the problems confronting the school. There is a willingness to do everything possible to produce maximum performances by the greatest number of boys. Boys who are having difficulty are given special attention. Boys of greater ability are stimulated to do their best." The Committee felt that the administrative officers of the College were highly competent persons, and that their preparation, experience, and interest in their work were evident. The report states that "their ability to work together in a democratic, cooperative manner" is outstanding, and it added: "The best proof of the efficiency of each member of the administrative staff lies in the smoothness with which this very complex institution operates."

The report states also that the school plant is an obvious

asset at Girard College, since the buildings are of superior construction and have attractive exteriors. Comment was made on the recent innovations as greatly improving the interiors of some buildings. The maintenance service was said to be obviously satisfactory. The Committee stated that we probably do not make sufficient use of our total plant in coordinating it with classroom work. It is possible that the Committee did not have time to inform itself about our comprehensive work or self-help program, in which every boy participates, and which has marked educational values. The report recommends that careful study be given to increasing illumination and reducing glare. Ventilation was not thought to be entirely satisfactory. Some of the classrooms were thought to be crowded. Comment was made that inadequate provisions were made for dramatic activities. Certainly study can be made of all of these criticisms and remedies carried out for many of them, with the exception of the last, since there is in the entire College no suitable stage. This is indeed a serious lack, in view of the high quality of the dramatic productions themselves.

The Committee expressed its belief "that no other school has a more attractive and efficiently functioning Library," but suggested a closer coordination between the work of the Library and the classrooms. This criticism was anticipated by the setting up last year of a Library Committee to effect such a coordination and to insure a wise expenditure of Library funds. Two members of the faculty have visited schools where particularly constructive use is made of the school libraries and there is little doubt that 1942 will see a decided change in the use of our own library opportunities.

The following is the most severe stricture that the report makes: "The most serious problem which disturbed the visiting committees was in relation to the Intermediate High School. The feeling of segregation from the rest of the group which this group has, seems to be unnecessary. The visiting committees recommend a general curriculum in the High School, with emphasis upon general functional education. When such a curriculum is developed, the boys with abilities similar to those of the boys in the Intermediate High School might select this

curriculum. This work could be provided under the administration of the High School as one of the choices in the High School program..... As far as the visiting committees could determine, these boys are capable of doing a kind of work which in other schools is recognized as satisfactory. " The Committee was undoubtedly on the right track in its criticism of the Intermediate High School, a small unit of the College which completely justified its existence at the time that it was set up, approximately twenty-five years ago, and that has outgrown its usefulness in the meantime. In February, 1940, we began to break away from it by setting up a general course in the upper years of the High School. The reorganization will not be easy, owing mainly to the fact that many of these boys never got into or passed the work of the seventh grade. We may have to have a greater differentiation of courses all the way through the four High School years and even earlier. We may have to decide whether everybody is fitted to be either a "commercial student" or a "mechanical shop" student. There are many possibilities to be considered, but it is certain that much more is involved than merely incorporating a lot of Intermediate High School boys into the High School organization as now set up.

News stories in the public press indicate that many colleges and schools are planning to reduce the length of their courses as an aid to the war effort. The Associate Superintendent of Schools in charge of the public high schools of Philadelphia stated that he hoped and expected that approval would be given to a plan to telescope the three-year senior high school course into two years by running school through the entire year. He said, according to the newspapers: "The contemplated plan would permit a bright young fellow to complete his high school course at the age of 17, and since the colleges are also stepping up their courses, he could obtain a college degree before he was 20 and thus be eligible for Selective Service." Practically all our boys do graduate at 17 or less. The maximum possible age is eighteen years and four months, and only a few boys of each graduating class have passed their eighteenth birthdays. The average age at graduation of the class of June, 1941, was 17 years, 3 months, and 2 days. Our course is already reduced from twelve

to eleven years, the reduction of a year being accomplished in the elementary schools. Universities, colleges, and professional schools may also shorten their courses by omitting summer vacations, but it is to be recalled that their academic year is very much shorter than ours and their vacation period at least 50% longer. Moreover, the proposed rearrangements in higher institutions, including changes in admission requirements, form in many cases a kind of hedge against expected future reductions in enrollment. This observation is not made to gainsay the genuine help that these proposed changes may be in our present national need of young manpower. In the case of Girard College, however, such a telescoping is neither necessary nor desirable and could be accomplished only with serious harm to our unique double curriculum that has been one factor in placing Girard College in the front rank of American schools.

These are days when we are critically re-evaluating everything that we do, and in this connection a paragraph from the report of the Supervisor of High School Instruction is interesting: "I am quite sure that the High School teaching staff has never been more alert to the needs of the school or more willing to give thought and time to its improvement. During the next year our attention will be given to strengthening weak spots indicated in the evaluation report and especially in the integration of the Intermediate High School with the High School itself. Our guidance and testing programs are being improved and will receive special attention during the coming year. The defense program and necessary adjustments to war-time conditions will, no doubt, affect our work, but we will try not to obscure the goals and lower the standards set for our High School."

After each report period there are meetings of the teachers of each class. Every boy's name is brought up. As a result of these discussions various boys are sent to special study, are required to show Dr. Melchior daily achievement cards, or are interviewed by him personally. After each such series of conferences from one to three or four boys are referred to Dr. Twitmyer for a report on ability, capacity for work, or for other needed information. In these meetings are reviewed the records of boys who are on probation or may be under consideration for probation.

Here, too, seniors are recommended for extension of time to graduate or for membership in the post high school group.

Mr. Andrews, of the English Department, has prepared a *Handbook On Friday Morning Auditorium Speeches*, which epitomizes splendidly the work that he has developed here. Perhaps no other secondary school carries out so thoroughly such a program. The print shop produced this handbook in very attractive form. Mr. Stevens reports for the Science Department that the work provided for the General Course boys in senior science has had a distinct value in two respects—it has made possible a stiffening up in the physics and chemistry courses, and at the same time has provided a fine opportunity for non-college type boys to procure a very good background for further appreciation of the world of science. Mr. Stevens, however, feels that there are still too many boys wanting to take physics or chemistry who do not have the ability or mathematical background. The head of the Mathematics Department feels that real progress is being made in adjusting the course to meet the varied needs and capacities of boys. At the close of one year's trial of general mathematics in the freshman year, the teachers in the Department are convinced that the students have developed a very noticeable increase in their power to analyze and attack problems.

Various schemes have been tried by the Department of Social Studies to present to our boys the life of Stephen Girard, and it has been now decided to incorporate it in the Junior-two class-work. The teachers of the Department feel that junior-age boys will be more appreciative and will better understand the significance of the Founder's contribution to our city, to our state, and to our national life. The same use as heretofore will be made of slides and visits to the library. There have been several interesting projects in both Social Studies and French. The course in Spanish is more and more being based upon Spanish in this hemisphere rather than upon life in the homeland. Ten copies of the *Readers' Digest* in Spanish were sent to ten different schools in Latin America. The principal of a school in Argentina sent copies of textbooks used in his school, and asked for names of

students who would be willing to correspond. Letters are now being exchanged.

The work in typewriting now being given to all boys of the latter half of the sophomore year is serving many useful purposes, for it is valuable both in exploratory and in guidance objectives. The boys who are planning to take the commercial course receive eight extra weeks of typing; the stenographers can begin transcription a month earlier than formerly; mechanical course boys are enabled to master the keyboard and to use the typewriter for personal letters and reports. The head of the Commercial Department states that there has been great improvement in transcription, an improvement in quality, many more mailable letters, and a really enthusiastic attitude on the part of the boys. All boys of the Senior-two class from now on will take the final examinations of the National Office Managers' Association. The new machines purchased for the Commercial Department now make the equipment in office appliances quite satisfactory. The installation of the new bookkeeping machine makes it possible to transfer boys who are doing poorly in bookkeeping to machine bookkeeping.

In January the members of the senior classes took the usual three-day trip to Washington. In October the boys of the junior classes went on a four-day bus trip through the eastern, middle, and southern sections of the Commonwealth of Pennsylvania. It was of inestimable value to have our boys, who are all native-born citizens of the State, gain some understanding and appreciation of Pennsylvania's history, its geography, its transportation systems, its scenic beauty, and its industrial life. Unfortunately, our finances will probably not permit the repetition of this trip for several years.

THE MECHANICAL SCHOOL

The relation of the shops to the Defense Program was stated in the report of last year; it has changed very little in the meantime. Having always stressed and practiced training in the fundamentals of the basic trades, we continue along this line. The eagerness with which our graduates are accepted in industry, and their success as measured in terms of uninterrupted em-

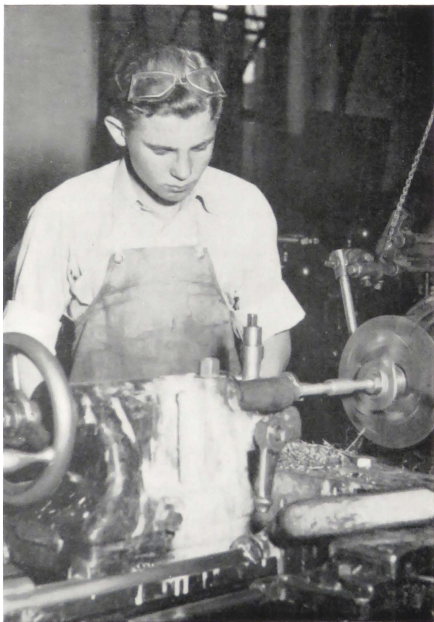


Photo by Philadelphia Record

TRAINING FOR WAR INDUSTRY

ployment, of promotion and of wages, justify our belief in this policy.

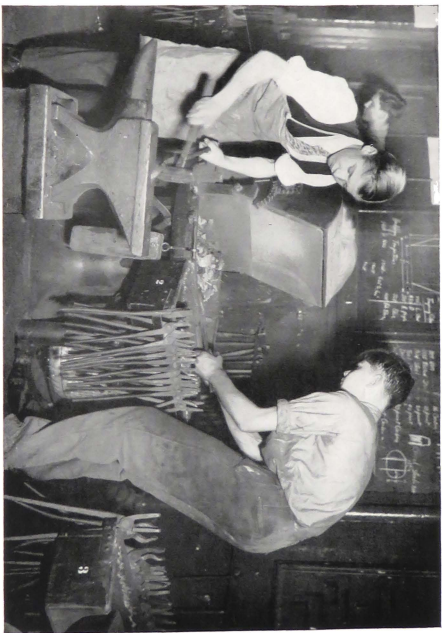
The problem of white collar training has been well summed up by George C. Mann, Director of the Division of Student Work, National Youth Administration: "There has been a serious bottleneck in secondary school education since the turn of the century. Three-fourths of the students enrolled in the secondary schools today are enrolled in courses leading to 'white collar' jobs, though statistics show that only one-fourth of that number can possibly be placed in such jobs, because no more than that number actually exist." Yet years ago vocational schools faced the facts that some lines of work cannot be reproduced in a school shop in such a way as to make worth-while instruction possible. Such instances are coal-mining, shoe factory work, steel manufacture, and incandescent lamp manufacturing. Other types of work can be done on an effective and practical basis in school shops. Such instances are pattern-making, sheet-metal work, printing, machine shop work, drafting, and electrical work.

As far as training young workers to take useful places in defense work is concerned, we find that we should do for defense industry exactly what we have been doing for general industry. With skilled craftsmen for instructors, with factory type machinery and tools for equipment, with a fine group of young men for pupils, we are just bearing against the collar as hard as we can to turn out the old-fashioned Girard boy with the old-fashioned training. We have had the greater part of a hundred recent graduates employed in the Glenn Martin bomber plant in Baltimore. Dozens of our graduates are working in the arsenals, navy-yards, ship-yards and general shops. We are letting up a bit on our publicity because we have more demands than we can fill. Under the able direction of our department of Admission and Discharge, our boys are placed, or replaced, in jobs very quickly. During the past year some six hundred were so placed. Most of the boys work in the fields for which they have been trained, but we get some interesting carry-overs. For example, a boy trained to interpret drawings and fit wood in the carpentry shop adapts himself quickly to interpreting boat plans and fitting steel in a ship-

yard. A boy who has learned to stand up to a metal-working lathe or milling machine quickly learns the operation of an automatic machine or punch press.

In spite of delays and difficulties we have been fortunate in adding a new Mergenthaler linotype machine in the Print Shop and a new Lincoln electric welding machine in the Foundry. By the installation of a new Miehle V-50 Automatic Printing Press, just completed, production in our Print Shop will be increased, and the boys will have an opportunity to engage in more creative and instructive work in some of the time that is now used in routine hand feeding. The variety of the instructional opportunities for the boys in other shops has been increased by the addition of several less expensive but very desirable items of small portable machine tools and projection apparatus for visual instruction. We have also been able, with a minimum expenditure of money and a considerable expenditure of skill and ingenuity on the part of the instructors, to keep our equipment in repair and in satisfactory running condition. Priority restrictions on materials have caused some delays and some shortages, but on the whole the situation has been quite endurable. The development of automobile work and of sheet-metal work into full two-year trade courses is now practically completed. The first group of sheet-metal workers was graduated in June, and the first group of automobile apprentices will be graduated in January, 1942. In both shops the expansion of the work has resulted in increased interest and effort on the part of the boys.

Under the terms of the Girard Will (the first paragraph of Section XXI and the codicil dated June 20, 1831) our work must be restricted to Girard boys. We cannot offer our equipment for use in evening classes of WPA or NYA youth, or for the part-time training of workers in industry. These privileges are being granted on a splendid scale by the public vocational schools of the nation. Nor does the government, as yet, expect any school to produce specific items for use in the army or navy. That is the job of industry. However, as part of the instructional procedure in the machine shop and foundry our boys make parts of defense machinery produced by a neighbor-



MAKING AND HEAT TREATMENT OF STEEL TOOLS

Photo by Philadelphia Bulletin

ing industrial plant which supplies the material. The instructors see in this not only a fine educational experience for our boys but also a sense of satisfaction to both boys and instructors that Girard College can do something specific and very helpful in the cause of National Defense.

LIBRARY SERVICE

Charles Lamb, who lived in a time when few read current literature, made a statement that few would endorse today even while realizing that we read too much that is ephemeral. He said that when he heard of a new book he got the idea to read some old book.

It might well be asked what our boys are reading at the present time. What would they read if they had more free time? An opportunity for more reading that occurred quite by chance provided an answer to this question. During a quarantine which lasted a month and a half in September and October, there was a great increase in reading over last year, despite the fact that more than a hundred boys were quarantined in up-State counties and were not able to borrow books from our Library.

In what fields did the extra reading occur? Surprisingly enough, the increase in the reading of fiction was negligible—less than one per cent. There was a small increase, a scant ten per cent, in the social sciences, which include among other material all technical and descriptive books on military and naval sciences. The slight increase is to be accounted for by the fact that when conscription and the National Defense program got under way more than a year ago there was almost at once an unprecedented demand for books having to do with army and navy affairs, such as "Your Year in the Army," "The Soldier's Handbook," "How To Become An Army Officer," and "How To Become A Naval Officer." The increased reading, therefore, had already occurred in 1940.

A second group of books, the useful arts, includes the two extremely important fields of radio and aeronautics which for a long time have captured the imagination of young men. Even with a shortage of books there was an increase of forty-two per cent in the reading done under this classification.

The third group, natural sciences, shows an increase of fifty-two per cent. The very excellent books on the most recent developments in physics and chemistry are included in this classification, and the increased reading in these fields reflects the fact that this is at present a physicist's and a chemist's world.

A fourth group of books comes under the broad classification of history, and this group has shown an increase of seventy-eight per cent over the number circulated in the same period of time last year. In addition to the usual type of historical material found under this classification, there are also included books of personal adventure and diaries that have historical value. Among these are "A Yank in the R. A. F." and Shirer's "Berlin Diary." The Librarian states that books of this nature, written during the first World War, have been revived and are being read by boys of this generation as eagerly as they were read by their fathers.

Perhaps it is astonishing that the group showing the greatest increase, one hundred forty-eight per cent, is biography. The Librarian feels that this enormous increase may be partially explained by the fact that there is an awakening of interest on the part of all the young people in what is called leadership, and they are eager to know what qualities constitute leadership. Many of the recently published biographies are, to be sure, attractive and readable. It is noteworthy that such names as Churchill, Stalin, Mussolini, Hitler, and Lenin are rarely seen on the shelves, because books about them are passed from one boy to another in rapid succession.

We may derive considerable satisfaction from the fact that the general classification of literature, which includes poetry, essays, drama, and short stories, but does not include fiction, shows an increase of twenty-three per cent in the amount of reading done. Miss Erchinger says: "Thus we may conclude that when our older boys find unexpected leisure time on their hands, they use it for reading along informational lines rather than fictional, and this in turn might indicate a greater maturity than we sometimes credit to them."

An important new factor entered the Library organization this year in the form of a Library Committee of ten persons,

made up of adult representatives from each of the Schools and from each division of the Household, and including the Librarian. The chief purposes of this Committee are to establish a liaison between the Library and other departments of the College, and to function as a discussion group to thresh out problems of common interest. The committee meets once a month.

Two new reading rooms were recently added to the group of section libraries now under the supervision of the Library. The first of these is in the High School Annex, Room 116, and is for the use of junior high school boys during their evening study. This room has been equipped with shelving for five hundred books, and at present has a general reference collection of about one hundred, including two new sets of the World Book Encyclopedia. The other room is the small front "parlor" in Lafayette Hall. This room still lacks window drapes and reading lamps, but when these have been added it will make a very attractive reading room for the boys of Lafayette. The plan is to bring all library books from the four sections into this room, and to make it a quiet room for reading. The shelving for these two rooms was salvaged from the Library basement, where it had been in storage since the dismantling of the former library in Founder's Hall.

Appendix F, presenting a summary of library statistics, shows a considerable falling off in the total number of boys using the Library, both in the Children's Room and in the Main Library. If this decrease were analyzed month by month, the greater part of it would be found to occur in the summer months when more boys than heretofore are at camp.

This year has been a very fruitful one for users of the Stephen Girard Manuscript Collection. More people have made use of it than ever before, to the Librarian's knowledge; and owing to Mr. McFarland's intimate familiarity with the papers and indices, these people have received better service. The experience of this year has proved that it would be no insurmountable task to complete the work required to bring this collection into a unified whole, and it is the feeling of the Librarian that until this is done the collection should remain closed to the public. Otherwise, irreparable loss may occur. At present the super-

vision of the use of individual manuscripts is very difficult and time-consuming, and the Librarian does not feel warranted in assuming such responsibility when at best her supervision could be only cursory and inadequate. The termination of Mr. McFarland's appointment as Special Assistant to the Librarian will be felt keenly. His services in this capacity during 1941 have been invaluable. Work has been accomplished which could not have been done except for his extraordinary comprehension of the subject.

A great amount of assorting and classifying work on the Girard papers has been carried out, and a considerable amount of restoring of rare books and pamphlets has been accomplished. Eighty-five books belonging to Stephen Girard's personal library were rediscovered, and also a collection of 100 pamphlets and eight almanacs. These make a total of approximately 100 volumes, and they have been given suitable bindings and placed with other Girard volumes in Founder's Hall.

OTHER INSTRUCTIONAL ACTIVITIES

The names of the members of the Summer School staff for 1941 are presented as Appendix B. Because of the large number of "free" boys at the College during the first third of the summer, it is hoped that a rearrangement of schedule will permit the operation of a woodshop during the first period of the 1942 summer session.

Promotion rates in the tutoring classes in high school subjects have shown a gratifying increase during the summers of 1940 and 1941. Appendix C shows promotion rates for these years as contrasted with those for the two preceding years.

The work of the Remedial Class, which has its center of activity in the Mechanical School Building, is referred to in the section of this report having to do with the Department of Student Personnel.

The Battalion has never within our memory been conducted in such an efficient manner as at present. The boys are under a severe discipline, but they like it. The secret of the success of the Battalion lies in the respect that the officers have for the Com-

mandant, and in the very tactful way in which he treats these older boys. He gives them authority and directs them without blustering criticism. He is not an office or a desk commandant.

The boys are much pleased with their new Battalion uniforms. No longer need we be apologetic for the appearance of this unit. The necessary additional cost for storage facilities, renovations, and cleaning we must become reconciled to, for the new uniform is certainly more "snappy" and colorful than the uninteresting service uniform previously worn. A new flag has also served to dress up the Battalion.

The old style rifle practice is being discontinued, and the rounds of ammunition which are now on hand are being disposed of through special rifle drills. The second band helps the Battalion, serves as a feeder for the first band, and has improved the whole band situation a great deal. Mr. Frey and Colonel Hamilton both say that this second band furnishes a fine motivation for younger boys who could not, without it, do more than practice on their instruments. As members of an organization they feel it their duty to produce results. The Commandant of the Battalion has returned to his custom of last year of inviting prominent citizens to come to review the Battalion each week. As a pleasant innovation Cadet Captain Anderson's excellent work with the recruits was acknowledged. Honors were extended him as the reviewing officer on November 14.

Girard boys have rich musical privileges that were not accorded to most of their elders who read this report. There is, for example, the opportunity to hear the organ. In a recent magazine article in which six leading organists were asked what was the best organ in the Philadelphia area, all six chose the organ in our Chapel. This autumn permission was granted for the recording of organ numbers played by a distinguished young American organist. Credit lines will appear upon each of the records that is issued, and we shall also get a complete set of records for our College collection. Some of the best technical equipment was used and able technical experts supervised these recordings and at our request recordings of our Chapel singing were made. Gathered in the Chapel the entire student body enjoyed an experience that no other school in this country and

probably in the world has had. They sang Bach's "From Ill Do Thou Defend Me," "The Marseillaise" in French, and "The Star Spangled Banner" each three times for recording. One of the recordings was played back to the boys who then heard themselves sing. Records were also made of the two choirs and of other units of the College in line with a suggestion offered by Mr. Andrews some time ago that sooner or later we ought to make a record for sale at cost among alumni and other interested friends of the College, to consist of a presentation of characteristic Girard College sounds, including possibly snatches of breakfast noise and conversation, the thud of a soccer ball against the foot with student cheers as a background, the crack of a bat on a ball, the roll of the Girard College organ, the Chapel bell, the singing of "The Lord's Prayer" at a Sunday Chapel service, the unforgettable "Good Night and Christmas Prayer" of the Christmas Concert, "The Farewell Song" of the Commencement exercises, "Hail Girard!" and snatches of such anthems and songs from Gilbert and Sullivan as are more or less traditional at Girard.

The annual Christmas Concert was presented by the musical organizations of the College earlier this month. We have never heard our instrumental music units play with more assurance than they did at this concert. It might be well to recall that our Departments of Instrumental and Vocal Music perform three types of work. They carry the regular school music, consisting of classroom, assembly, band and orchestra work. Secondly, the two choirs and the organist carry what is virtually a church program, since they present anthems and participate in other ways in the services on Sunday. Thirdly, individual instruction is provided on the piano, violin, and other band and orchestra instruments for a limited number of qualified boys. The last type of instruction would, of course, be taken by most boys in their own homes or at outside studios.

THE BACHE CELEBRATION

Alexander Dallas Bache, a great-grandson of Benjamin Franklin, was elected President of Girard College in 1836 on his thirtieth birthday after graduating from West Point at nineteen and serving in the engineers' corps of the army, as a teacher

at West Point, and as Professor of Natural Philosophy and Chemistry at the University of Pennsylvania. His subsequent career was marked by the publication of the *Report on Education in Europe*, resulting from his two-year inspection of European educational institutions that he was asked to make by the Girard College Trustees, by his service as first President of the Central High School of Philadelphia, and notably by his outstanding work as Superintendent of the United States Coast Survey.

Long before the opening of Girard College, Bache founded the first magnetic observatory in North America on this campus. During the time that Bache maintained the observatory here, extensive observations were made that resulted in the publication of three large volumes by the government. The Girard College observatory was thus the parent of the Division of Terrestrial Magnetism of the United States Coast and Geodetic Survey, and the Division in turn brought about the establishment of the Laboratory of Terrestrial Magnetism of the Carnegie Institution at Washington.

Specialists in geo-physics, and physicists in general, were interested in a Bache centennial celebration held on February 14 and 15 and sponsored by the American Philosophical Society, of which Bache was the twelfth president. The Chairman of the Committee on Instruction of your Board, the Honorable Roland S. Morris, as the President of the Philosophical Society graciously arranged to have the College take an important part in the exercises commemorating Bache.

On the afternoon of February 15 a meeting was held in the Girard College Chapel, following a luncheon in Founder's Hall for the members of the American Philosophical Society and selected guests, including physicists and members of the Board of Directors of City Trusts. The main address, "Magnetism and its Uses," was given by Dr. Paul R. Heyl, of the National Bureau of Standards. The President of the Philosophical Society closed the meeting by summing up the two-day sessions of the Society, and the President of the College presided and made an introductory address on Bache as an Educator. Arrangements for the participation of the College in this celebration were

made by three members of the faculty, Mr. R. Foster Stevens, Dr. Raymond I. Haskell and Dr. David A. McIlhatten.

Philadelphia has emphasized the importance of its eighteenth-century tradition at the expense of its important nineteenth-century history. It is gratifying to see recognition paid to an important fellow-citizen of the last century. Moreover, it was especially gratifying to have this tribute paid to a man so closely identified with the early history of Girard College who had given the College a prominent place in the annals of physical science in America.

HOUSEHOLD

The most significant item in the year for the Household Department consisted of the survey and the re-survey of one of its units. An interdepartmental committee was appointed by the President of the College in the latter part of 1940 to make a survey and report of the House Group. The Committee, constituted as it was of those men and women thoroughly acquainted with the problems of boyhood, their proper education, and the changes that could be made without disrupting the plans put into practice when the houses were constructed, could and did make recommendations that resulted in an improvement in the use of the plant and the informal or out-of-school education of the youngest boys in the College. The report is singularly free from radical proposals impossible of adoption, which might have been expected from a committee less familiar with the problems involved.

The suggestions of the committee that more natural play material be provided for the boys, low shelves be built around the walls of the playrooms for the storage of playthings, lights be placed on the landings of the stairs leading from the living rooms to the second floors, additional upholstered furniture be purchased for the living rooms to make them more comfortable and attractive, the paint color scheme be varied so that all the houses would not be alike, and pictures be hung on the walls of the dormitories and curtains supplied for the windows are indicative of the constructive nature of the report. On the recommendation of the Committee two telephones were installed



FUN AT A COLLEGE DANCE

so that the six governesses could have communication with people outside that somewhat isolated unit.

Probably the most important recommendation was that the number of boys assigned to the House Group be reduced from 170 to 150. Now each house has twenty-five boys, the number it was originally planned to accommodate. The beneficial results of the change have already been felt by both governesses and boys. When they enter the House Group, most boys are between six and seven and a half years of age, and they naturally require a great deal of individual attention. With the reduction of numbers it is now possible to give them the personal attention which they so much need.

The adoption of other recommendations in the report led to a better choice of radio programs, a wider variety of books chosen from the children's library, an improvement in the motion pictures shown, and a better choice of older boys as monitors, who help to supervise in half the houses when governesses are off duty on Saturdays and Sundays. All the recommendations of the survey committee were studied at a series of meetings of the housemasters and governesses who have charge of these boys.

The report of the survey group states: "Many of the new admission boys are unacquainted with large numbers of articles on our diet lists. Most notable but not exclusively are green vegetables and cooked cereals. Fewer and fewer boys are referred to the Infirmary for anorexia (loss of appetite) and at the same time the boys suffering from malnutrition upon admission reach the upper brackets of nutritional standards in approximately three months. It requires some perseverance to teach most children to revise their dietetic habits from six to eight years of age, but it is being well done in the House Group. Again, quality, nutritional values and balance must be good to get this result. This is evidence of coördinated effort on the part of at least three departments functioning with complete co-operation."

The concluding paragraph of the report reads: "The House Group boy at present is well housed, well clothed and well fed; his health is adequately protected; his activities carefully plan-

ned; and he is supervised by a personnel that is sincere and in most instances competent. The Committee feels, however, that with the opportunities available at the West End Unit together with those recommended, the boys' program should be extended in the direction of greater flexibility and individuality; and that these may best be secured through increased coöperation and understanding supervision as indicated throughout this Report."

A follow-up study of the House Group was made late in the autumn. It is gratifying to note the improvements commented upon by the follow-up committee that are results of the original survey. The suggestions found to be partly carried out or completely dropped are almost entirely those which physical facilities make impossible or which are not justified in view of increased expense. The Committee that made the follow-up study recommends that in about three years another such follow-up study be made, and we are therefore planning for it. The concluding paragraph of the re-survey report reads as follows:

"The Committee maintains its same high opinion of last year as to the effectiveness of the House Group program. Girard boys who live at the West End enjoy opportunities not open to their older schoolmates. These opportunities, however, have been somewhat enlarged because of the previous survey. It is the hope of the Committee that its present report may still further help to increase the homelike atmosphere and living conditions for the youngest wards of Stephen Girard."

It would be idle to suppose that life within the College for the year has gone on untouched and untroubled by wartime conditions, which affected so many families outside the College walls. Prices of nearly all supplies and equipment have undergone a steady increase, which means that under a restricted budget fewer units can be purchased, and that, when they are provided, they must be made to serve a longer period than they did in previous years. Paper, materials for handwork in the sections and for Boy Scouts, and leather goods, such as athletic shoes, mitts, and gloves have increased in price and thereby have affected the work of the Household. Deliveries have become irregular and uncertain, and requirements for such articles as shoe polish and

brushes have to be estimated far in advance of actual needs. On account of the disturbed economic conditions and the restricted budget of the College, increasing emphasis was laid on a more careful use of buildings, furniture, lighting, clothing, food, and other materials supplied by the College. In some of these matters the older boys have shown a high degree of coöperation, and their approval of the doctrine of "eat it up, wear it out, and make it do."

Life in the houses occupied by high school boys departed little from the pattern of previous years. The same activities and hobbies attract boys year after year. There is now and then a little variation, such as house newspapers, and orchestras and harmonica bands for playing popular music. Athletic games and contests, reading, the radio, and hobby clubs continued to hold the interest of boys in their time out of school. A few boys, when they returned from summer camp, brought with them a variety of preserved skins, snakes, and bones. It is obviously impossible to have formal clubs in all the diversified interests, but the desirability of having a hobby is impressed upon all in the house, and only a few fail to engage in some creative or recreative activity in the hours out of school. These clubs, of which woodworking, photography, airplane building, chess, ping pong, water color, and drawing are examples, exist in every house. They are informal in organization and management, but receive the attention, encouragement, and coöperation of housemasters in all the houses. We all know that hobbies must not receive too much exterior pressure. If they do they become too curricular. In this connection the writer recalls the account that an American teacher gave of his visit to a progressive school in England. He found one little girl in a classroom waiting for the other pupils. "And what are you going to do when they come?" he asked. "Oh, this is our 'obby 'our," the little girl said, "And 'ow I 'ates me 'obby!"

There has been a rebirth of interest in gardening. Garden plots were assigned to interested boys and were given a personal attention that was a delight to see. The lads read and inquired about the care of each plot, the exposure, and the type of flowers best suited to the soil and conditions of light and shade. Then

they planted, watered, and cultivated. The results were beyond all our expectations both in the way of satisfaction with personal work accomplished and in the form of bright spots of color brought to formerly bare and unattractive parts of the campus. Surely those who saw a heavenly blue morning glory on a wall of gray marble or the golden cheer of a December marigold planted near the walls of Merchant Hall were fully compensated for all the work that was done. The young gardeners received many compliments from visitors and members of the staff, which increased their enthusiasm and added to their personal satisfaction in a job well done. This project needs more space, as bigger and better gardens are planned for next year.

The refurnishing and redecorating of the living rooms and halls in Good Friends Building have been completed and have quite transformed the appearance of the first floor of the building. The new appointments have the practical advantage of allowing boys to move about more freely. Freedom of movement has replaced the rigidity which naturally followed when each boy had his place. But new furniture has imposed new duties and responsibilities in that it requires much more care than was bestowed upon the old. In these the boys were eager and proud to share. The plan of selecting four boys from each section to clean, sweep, and dust the rooms for a week has been found to work well. After each squad finishes its work, a group of boys and one governess inspect the ten rooms, as is sometimes done in camp. The boys appreciate the interest taken in their work, and the condition of the furniture and the cleanliness of the rooms testify to the thoroughness of it. If circumstances permit we shall soon purchase the additional davenport and chair for each of the six living rooms in the House Group. Bordeaux Hall has been selected as the upper house to receive attention in connection with modernization through refurnishing and redecoration. A staff committee has begun to study this whole situation, and we shall move ahead with this matter unless business conditions and prices discourage us.

In our dormitory rooms where it is necessary to place two rows of beds end to end without an intervening aisle, we have

changed the plan followed for many decades and have arranged the beds feet to feet, instead of head to head, in order to minimize the transmission of pathogenic organisms from one boy to another. We made a study of Army regulations for bed spacing, as this seemed to be the one available source of information on a dormitory problem similar to our own. Not much help can be obtained from other schools, for there are rather few first rank schools that have long dormitory rooms and arrangements like our own. The Army maintains aisles between rows of beds, but in many of our own dormitories it is impossible to maintain such aisles. The arrangement mentioned will improve the present situation without diminishing the number of boys in the dormitory rooms affected. This reduction will come about in time, however. The report of the High School Evaluating Committee echoed the sentiment frequently expressed: "The sleeping quarters are crowded and, with the exception of Allen Hall, quite unattractive." Because of our strong feeling in the matter, shared by the Director of the Health Service and the Superintendent of Household, we have abandoned the use of rubber mats in all dormitory hallways, shower rooms, and lavatories. These have been used for at least a decade but have proved to be unhygienic and dirty.

In Number 51 of the *Federalist*, Hamilton or Madison wrote: "If men were angels, no government would be necessary." No report should give the impression that sixteen hundred boys in one large group live and learn without restrictions and the imposition of discipline now and then. The discipline referred to is a regular regimen by which desirable behavior is enforced. On discipline of this sort a few words should be included in this report. From the records and from experience, the conclusion cannot but be that the life of the boys in the College is becoming freer from repressive measures. Certainly a minimum of discipline is our ideal. The year 1941 discloses fewer instances where strong disciplinary measures had to be taken. There were occasions, as there always will be, where firm discipline had to be imposed to secure a reasonable degree of harmony in so large a group of growing boys. In most cases the boys involved responded to advice and admonition, the mild

measures suggested by the Founder; and few really stern penalties had to be imposed. All cases so treated came about through the errors of individuals oftentimes repeated, rather than through the ungoverned behavior of classes or groups.

If anyone should ask if we might not look forward to the time when energy and patience would not be required to correct student irregularities, he should be referred to a conversation between the president of a western university and a dean of the same school. "How long are we to have student outbreaks and other irregularities?" the president asked the dean. "Can't you ever get the students educated so that we shall be no longer troubled by these things?" "I could, I think," was the dean's reply, "if I were allowed to work with them long enough. But when they are educated, they leave us. A big new crowd of young ones is introduced every year, and the process of education must be begun all over again." This is precisely the situation at Girard College, and anyone who anticipates a time when this great group of boys, or any other group, will behave perfectly is sure to be disappointed. Unfortunately, in a war period there will doubtless be increased restlessness among young people as there will surely be among adults.

Even play has to be controlled, of course. Play is a fascinating thing to study at Girard College. Boys here begin kicking soccer balls at the age of eight. To be sure, there is little organization evident in this early play, for they play for the mere fun of playing. In this connection Mr. Davis calls attention to a passage in Dr. Rufus Jones' book, *A Small-town Boy*: "Play is one of the oddest of all human activities. It bakes no puddings, butters no parsnips, and adds nothing to the family assets. But it is one of the greatest nurturing forces of group life, and contributes to health and sanity and joy to an almost unparalleled degree. It depends on surplus energies. No surplus energy, no play..

Play is an overplus, a gratuitous addition to life—something thrown in, like beauty, as a free gift to life. No one expects to extract permanent returns from play; to make it stand and deliver a grist. Play is just play. It is an end in itself, its own excuse for being." As boys advance in age and gain muscular coördination, a higher degree of organization or

control is introduced into their group games and contests, yet engaging in one sort of play or another, or none at all, rests on their choice. Given the materials, few boys in good health will fail to participate in some kind of play.

PHYSICAL EDUCATION AND RECREATION

We are likely to ask ourselves whether we are preparing our students both physically and mentally for work in a world at war. A statement in the section of this report devoted to the Health Service may answer this in part. The so-called playground teachers have had no inconsiderable share in developing the permanent health habits of our boys. Physical education, when taught understandingly, contributes distinctly and broadly to general education and, at the same time, goes far in building a physical machine which is able to operate efficiently in the service of the whole man and the nation that he may be called to serve.

The work in corrective gymnastics continues. Special exercises directed toward improved posture are given to large groups of boys and an attempt is made to interest them in their own physical welfare. There is a large group of boys who for a variety of reasons must be placed upon a restricted activity program. This group has increased in size because of more searching physical examinations, and it is felt that the increased work resulting from these examinations is well worth-while in values which the boys receive. Special programs of recreation are provided for these boys to compensate for their inability to follow the regular activity program and, as a result, there is usually a marked improvement. Quite frequently the boys are returned to normal schedules of activity. The teacher of corrective gymnastics has had under his care this year 413 cases, of which 212 have been discharged as cured, while 12 cases left the College before finishing the prescribed treatment.

The number of boys at Girard College who are members of the Boy Scouts is now 316, of whom 31 are Star Scouts and 14 are Life Scouts. There have been earned during the past year 557 merit badges which indicates a high degree of accomplishment in the matter of scout hobbies and skills. There are 89

activities available in which boys may earn merit badges, and the examiners in these various fields are all members of the Girard College household and school. The time and patience given to this work by these examiners is not inconsiderable. Appendix G provides a tabulation of enrollment and accomplishment during the past eight years.

The lecture and entertainment program for this year is given in Appendix Q. It is believed that after a long school week, with its definite scholastic requirements, its regularly repeated demand for preparation, and its full load of exacting content the lecture and entertainment program should be devoted primarily to entertainment and that the educational phase of this service should be secondary. A program developed along these lines gives the boy an opportunity for complete relaxation, produces a freedom from forced attention, and does much to relieve the nervous strain which is incident to a day closely packed with required work. Such educational values as may attend this type of program will therefore be incidental and will come in the form of a by-product. It is felt that such a plan has very distinctive advantages for a boy in a school where such a large percentage of his time is definitely scheduled with "must" requirements. During the past season this service has continued to advance in the direction of separate though parallel programs for younger and older boys. This dual program plan has also been extended in selecting motion pictures, and the results indicate that the plan should be followed as a permanent policy.

Careful study has also been given to both our interscholastic and intramural athletics. Our interscholastic schedules have included some teams from schools heretofore not represented, and intramural sports have been increased by new activities and additional teams. A summary of the results in interscholastic sports appears as Appendix H. Our interscholastic competition has shown an improvement in baseball and basket ball. In basket ball our coach has apparently developed special techniques to offset the disadvantages that our boys suffer because of their younger ages and lower weights. The refereeing of all inter-house contests has been in the hands of the boys, who have rendered a real service in our inter-house program. These referees have

had some difficult situations to face, where feeling and competition have been keen, but the impartiality and fairness of their decisions have never been questioned, and good sportsmanship has been demonstrated by winners and losers alike.

It has been gratifying to note during the past year that a wider use of volunteer leaders has been made, to the obvious benefit of those employed. By assisting in the preparation of grounds and playing fields, the care of equipment, the reporting of attendance, the suggesting of athletic programs, the leading in mass exercises, refereeing contests, and promoting safety practices in gymnasiums, swimming pools, and on playgrounds, great assistance has been given to the officer in charge, and a wider range of activities has been made possible for a greater number of boys. In many cases the use of volunteer leaders has brought new and interesting activities to groups of boys who gladly follow the lead of their own members but who, through diffidence or a feeling of inferiority, do not respond readily to the suggestions of playground teachers.

ACTIVITIES NIGHT

The Activities Night program held before a large group of visitors on November 28 placed emphasis on the work in physical education. Here again the boys played a large part, and it might truthfully be said that the success of the program was due in a large measure to the wholehearted response of large groups of boys, as well as to the coöperation of individual performers. The various groups responded like members of a trained athletic team. Much help in the preparation of the various demonstrations in the athletic part of the program came unsolicited from the boys.

The program in the auditorium consisted of Elementary School songs from a sixth grade group, Glee Club songs sung by a small group from the Senior Choir, and popular selections played by the Allen Hall Swing Band. The Dramatic Club produced a dramatization of George Eliot's "Silas Marner" written as a project by a sophomore class group. A movie called "At the End of the School Day" was shown depicting home life and recreation at Girard College. The Armory program that fol-

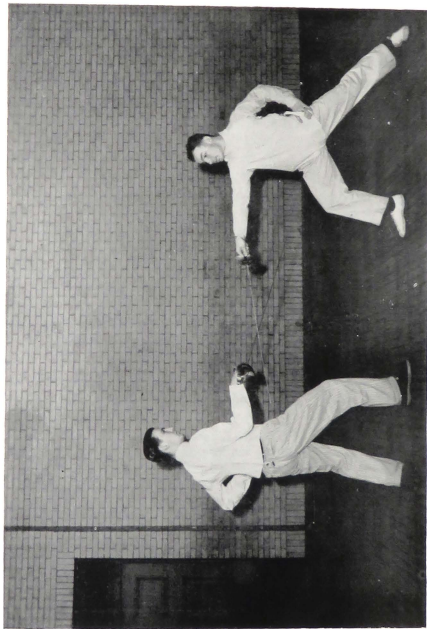
lowed was a combination of gymnastics, inter-house basketball games and relay races, calisthenics, fencing drill, athletic tableaux and several dance numbers, including square dancing. It is good to have visitors see a program of this sort although, perhaps, the most significant contribution that these annual activities nights have made has been to the boys themselves.

THE SUMMER CAMP AND THE FORESTRY PROJECT

The names of the complete camp staff for the past summer are presented in Appendix I. The Selective Service Act and the industrial situation made inroads upon the staff. The National Defense Program also has made it exceedingly difficult for us to procure a Resident Physician for the entire camp season. The three physicians who covered the summer were men of a high type, and they rendered satisfactory and efficient service. The health of the boys was uniformly good with no cases arising that required hospitalization. One small boy suffered a broken arm. The fracture was reduced by the Camp Physician, and the boy was returned to the College. The absence of serious illness or accident is notable when we recall that the Camp population was almost double that of any previous years. With the capacity of the Camp increased 70% it looks like a very different place.

Appendix J outlines the daily and Sunday program for the camp. This of course is a flexible schedule which may be changed to suit conditions.

From the educational angle the writer has great respect for the forestry project commenced in July. It was aided by the skill and experience of the Camp caretaker, Mr. Huguenin, who was for many years a State forester, and by one of the Councilors who is at present an undergraduate student in forestry. This work has resulted in the brushing back of a considerable area on the sides of the roads in the Camp and along the boundary lines. It represents only a beginning, and it can go on indefinitely. Already it gives the Camp a better appearance and reduces greatly the fire hazard. Another purpose of the project was the "release" of the standing timber from the competition of the useless weed species and excess desirable species. These



FENCING WITH SABERS—FLANK ATTACK WITH ACCOMPANYING PARRY

"liberation" or "improvement" cuttings are carried on extensively by the State Department of Forests and Waters. Stands of timber coming to maturity fifteen to twenty years earlier than normal is a usual result of such judicious thinning. Another aim was an increase in the range of visibility into the forest. This is felt especially desirable and advantageous should younger boys be inclined to wander into the adjacent woodland.

The group of 100 boys who started the forestry work was broken into three crews, each with a councilor, and put to work in three different areas. Tools used were of the scythe and "J" hook types, pitch forks, hand axes, and pole axes. The general plan was to send the scythe men into an area to cut the small ground cover and shrubs; they were followed by the "J" hooks who cut the young saplings and heavier ground cover; and lastly, the axes were used to remove defective, dead, and excess trees. Tools were rotated among the boys to give each practice and to prevent undue formation of blisters on the hands. A total average of six to seven tools per crew of fifteen were distributed so as to prevent accidents. Tool men were well spaced, and other tool men and brush gatherers were continually warned to keep their distance. Rainy weather brought about another type of work,—brush burning. The boys had been instructed on the proper methods of brush piling, and for the most part, did a fairly good job of it.

A trip to the nearby State forest was made, where a similar finished forestry project was pointed out. During the course of woods operations sight was not lost of the educational phases of the work. Such things as general forestry facts, tree disease, tree and shrub identification, and the relationship of wild life, forestry, and conservation were stressed. The group as a whole responded quite favorably to this part of the program. Prevention of injuries was an important part of the project. Long trousers and shoes were insisted upon for protection from brush abrasions, ivy poison, and tool injury. The boys were found to be quite capable of doing this type of work, and they exceeded expectations as to area covered. It was gratifying to observe the interest shown in the work.

The new stoves, the enlarged storage space, and the addi-

tional refrigeration unit have increased the efficiency of Camp operations during the summer. The small cabin which had been erected in the court of the Mechanical School prior to the building of the twenty-four new cabins at the Camp a year ago, was taken apart and put up at the Camp this summer. It housed six of our boys who served as helpers to the Superintendent and caretaker. The work program for this small selected group apparently succeeded as well as the forestry project, and it is an innovation that we shall continue.

Recently a member of the Board suggested that the Board might be interested in a statement concerning the cost of the camp. Costs differ from year to year, but since 1941 was a fairly representative year its figures are supplied. The total cost of the camp for 1941, exclusive of capital expenditures and interest charges on investment, was \$14,391.00. This includes \$6,300.00 for salaries and wages for the caretaker of the property, the camp staff, and the physician. Several employees are assigned from the College, such as cooks, kitchen men, and receiving clerks, but no account is here included for them as they would otherwise be performing the same work at the College.

In the item of \$8,091.00 for supplies and maintenance the chief costs are \$2,455.00 for the transportation of boys to and from the camp, and \$2,112.79 as the estimated cost of subsistence in excess of furnishing the same meals at the College. Other items under supplies and maintenance are dining room, kitchen, and bakery equipment, \$154.47; testing samples, \$24.10; maintenance of grounds and buildings, \$660.59; athletic supplies and equipment in excess of amount furnished at the College, \$473.46; furniture and equipment, \$998.07; expenses of automobiles and trucks, \$484.52; telephone expense, \$200.00; and annual insurance premiums, \$528.00. No allowance has been made for health supplies or laundry expenses, since these would probably be the same at the College.

In the summer of 1941 there were 380 boys present in the first third at the camp, 284 in the second third, and 374 in the last third, making a total of 1038 boy-units of approximately three weeks and three days each. Since the total cost of the

camp was \$14,391.00 this establishes a cost of \$13.86 per boy-unit. In other words, to supervise, feed, shelter, and provide a program of proper camp education and entertainment it cost something less than \$4.00 a week more for a boy than if he remained at the College. Perhaps this amount can be reduced by a fourth or a third by considering that if we did not maintain a camp there would be a higher budget item for summer school teachers, and perhaps a number of substitutes would be necessary during staff vacations if the boys sent to camp remained at the College.

THE DEPARTMENT OF STUDENT PERSONNEL

This year 362 candidates for admission to Girard College have been examined by this Department, 83 fewer than the number examined in 1940. All examinations were given individually, and all but eleven included both the psychological and the school proficiency tests, the eleven exceptions noted being of the latter type, since they had been given at least two previous psychological examinations.

The Department has followed the same plan of giving Vocational Guidance Examinations as that which was put into effect three years ago. All of our 2-1 group are examined just prior to the selection of their vocational curriculum and the results are gone over in conference with the heads of the Commercial and Mechanical Departments. Previous to this meeting, each boy has been interviewed by Mr. Evans and Mr. Bowman in regard to his future work. The procedure now in force certainly emphasizes the factor of individual guidance which attends the final selection that is made for any student. During the present year the Department was also able to give complete individual examinations to two sections of the 2-1 class. This was possible because of its release from certain admission duties due to the quarantine. The sections so tested were the 2-1-3 and 2-1-2 groups. In addition the entire class received the usual battery of group tests. It is indeed unfortunate that it is impossible to follow this procedure regularly with the entire class.

Because of time released by the absence of admission testing during the autumn quarantine, the Department was able to for-

multate plans for a recheck on some of its previous admission examinations. This matter was discussed with the Supervising Principal of the Elementary Schools, and it was agreed that it would be beneficial to all concerned if some retesting could be instituted. It was decided, therefore, to go through the entire 5A grade individually. It was felt that this procedure also would enable the Department to pick out those individuals who would benefit if additional information were passed on to the school. Eighty-seven boys were given tests designed to give some indication of their progress. The findings were combined with information received from the school, with the result that twelve individuals were screened out of the group as candidates for further testing. With this start the Department may be able in the future to work out some means which will allow for a repetition of this procedure at least every two or three years.

The policy of having corrective speech lessons given from eight to nine on Mondays through Fridays has been continued, and there seems to be little doubt that there are numerous advantages in this plan over the original procedure which called the boys in for this work on Saturdays and during school hours. We certainly have eliminated many of the conflicts with regularly scheduled activities, which were so numerous prior to this arrangement. During the year 345 individual speech lessons were given, none of which was less than thirty minutes. A total of twelve boys have been the recipients of this work and have given ample evidence in all but two cases that their difficulties were being overcome. During the year four individuals have been relieved of the necessity of attending this work because their handicaps have been completely remedied. Two of these had received instructions over a three-year period, while the other two needed little more than one year to attain normal speech. The Department was able this year to carry on the corrective speech work during the summer inasmuch as five of the twelve cases were not taken home for the vacation period.

The psychiatrist, of course, serves a useful purpose as consultant in those problems where admission questions are involved, or where separation from the College is contemplated, and such functions should continue to be performed. After his study of

some cases, he has called special factors to the attention of the school or household officers, and a changed attitude toward the problem and an understanding coöperation have resulted. The "mental hygiene attitude" and a spirit of tolerance and a willingness to adapt wide latitudes of understanding of all cases have continued to grow in a very favorable way. Three boys have been seen who presented no particular problem to the College, but the psychiatrist undertook treatment of their conditions because communications were received from the families notifying us that they were unhappy and personally maladjusted.

The Department has continued having individual conferences with mothers wherever and whenever possible. Seventy-six mothers have come to the College to discuss with the Director of Student Personnel some specific problem involving their sons. This is a very helpful procedure, and the Director feels that this method of approach should be utilized whenever it is possible. It not only serves the College in helping to make a boy conform, but in a number of instances mothers have been given a better understanding of the correct way in which they should approach the boy.

An analysis of the files indicates that to date the Department has compiled case records on 644 students. Of these, 319 are active records of boys still in the College. During the present year, 130 new cases have been added. This is, of course, exclusive of records maintained for admissions examinations, psychiatric treatments, vocational guidance examinations, and speech cases.

The Director of the Department feels that the Remedial Class is still one of the essential needs of the College and that there are no substitutes which could adequately fill the needs that it meets. At no time has the class had more than twelve boys in it. Each boy is treated and handled as a specific case, to be sure, the emphasis being placed on accuracy in his work rather than speed. Twenty-nine different boys benefited by this instruction during the year. Of these, six were boys of eleven years of age, five were twelve, eight were thirteen, four were fourteen, and the ages fifteen, sixteen, and seventeen were each represented by two boys. The teacher of the class is a

humanitarian who carries on a type of work that would certainly have the approval of Stephen Girard.

In a month the Department of Student Personnel will have completed five years of service. During this time under Dr. Twitmyer's direction the Department has carried on the routine work of an up-to-date psychological service with its feet on the ground and its Director has also made a contribution to the everyday work and progress of the College through his membership on the Executive Staff, his fruitful suggestions, and his membership on active College committees.

This statement concerning one of our department heads is not presented merely to pay tribute to the work of a department that at this time is concluding five years of useful service. It exemplifies the continued awareness of the members of the Executive Staff to the necessity of avoiding narrowly departmentalized procedures. Department heads are interested in the activities of the entire College, serve willingly and enthusiastically upon committees that operate to improve the entire institution, and give their best thought to the work of these committees.

ADMISSION AND PLACEMENT

The national defense effort has made greatly increased demands upon the records of the Department of Admission and Discharge. One particular need is for official birth records. Alumni born in Philadelphia after the establishment of a city Bureau of Vital Statistics are referred to the City Hall. Records are supplied to those born outside of Philadelphia by the use of an inexpensive yet efficient photostatic machine secured recently, which has also made it possible to provide each boy as he leaves the College with a copy of his birth certificate, usually required as proof of age in securing papers for work.

The cumulative record card file for the Alumni, now more complete than at any other time in the history of the College, similarly is proving to be useful. The policy of encouraging the Alumni to note changes in their status on the Founder's Day ticket application form has been continued advantageously. These records have been noticeably useful to the United States Intelligence Service Investigators who come for exhaustive infor-

mation about our graduates seeking positions of responsibility in the Service. A list of men in the different branches of the Service is being prepared with, of course, constant additions.

During 1941 the Department conducted approximately fourteen hundred interviews with Alumni, 50% concerning placement, 35% covering problems of a social service nature, and 15% involving counsel where work problems were concerned. It is of interest that total interviews do not decrease much during a time of prosperity such as we are now experiencing, but instead they distribute themselves in different proportion among the three classifications mentioned. For example, during 1940, 71% of the interviews were devoted to placement, 22% to social service problems, and 7% to job or work problems.

Of the boys who left the College during the year, 78.8% successfully completed their courses of study. In 1940 this figure was 82%, the largest in the history of the College, and the figure for 1939 was the first year in which 80% had been reached. The year 1927, which must have been an unusual one, was the first year in which 70% had completed courses. The graduation of half of the discharged boys was not reached before 1915, and in 1912 only 26% were graduated. These figures reflect the effort of President Herrick's administration, which began in 1910, to do a better job for the boys who had been accepted, and the continuance and furtherance of these efforts since Dr. Herrick retired.

Perhaps a comparison of the above figures with the Pennsylvania public schools' records might be instructive. These show that approximately one-third of the students fail to make normal progress; that is, they fail to advance through the various grades at the normal rate of one grade each year. This type of progress at Girard College would make it extremely difficult for a boy to complete high school by the time he becomes eighteen years old, as the will of Mr. Girard requires. It is important to note here that until three years ago, boys separated from the College at eighteen without graduating, were classified as completing courses though we now classify them arbitrarily as separations because of "failure in scholarship." We try to work out an arrangement with their homes by which they

may leave a few months before their eighteenth birthdays in order to enter outside high schools for a year and thus complete requirements for graduation from another school. There is, of course, in Pennsylvania no age restriction for high school graduation such as we work under, although on the other hand the public schools do not have our advantage of a selective admission. In the past five years an average of approximately one-third of those beginning the first grade in the Pennsylvania public schools at an earlier date have been graduated from the public high schools. Our own survival record looks rather good, in spite of high standards, although there is no reason to relax our efforts to improve it still further.

This year withdrawals resulting from failures in scholarship and conduct were 2.5% of the total enrollment as compared with 2.7% in 1937 and 2% in 1939. The report of one of our leading eastern universities showed a scholastic mortality of 3.2% of the total enrollment, and it was pointed out that this was the lowest since 1933.

The improvements of the past few years have been brought about by an appreciation of the problem on the part of a growing number of our staff, who realize that in training Mr. Girard's wards they are, with the members of the Board, trustees of the Estate in a very real sense.

The Department of Student Personnel, which was established in 1937, has rendered a type of service that the College did not have prior to that time, and it has played a prominent part in working with boys, in attempting to get at the root of their problems early, and in conditioning the minds of the rest of the staff in their work with the boys.

The staff Committee on Review and Dismissals, which began its active work in 1938, also proved to be an effective innovation. Naturally, it attempts to place its emphasis on review of records to effect improvements and to lessen the number of dismissals. Since the Committee operates in close cooperation with Mr. Macy and Dr. Twitmyer, we learn about the difficulties that boys are having, earlier than heretofore. Many boys have been bolstered by warning or by probation, and are required to keep in touch with Dr. Twitmyer and other officers of

the College. The President's Office has attempted to keep in touch with the families of these boys, for many can be helped in this way.

The drop in the percentage of boys leaving the College during 1941 who had successfully completed their course of study was due for the most part to boys under fourteen years of age who left us because of failure in scholarship or for conduct reasons. Most of these boys were admitted during the period of years when it was extremely difficult to select the last twenty or more boys to fill all the vacancies at each admission time. There would have been a serious immediate problem in our process of selective admissions had not the former policy of replacing each dismissal with a new boy been changed by the Board to one which sanctions the admission of only those candidates who are really well qualified. As a matter of fact, during the last five or six years boys incapable of taking full advantage of the training offered were added to the student body, in some cases with definitely poor results. It seems to be a fair conclusion that for a variety of reasons Girard College is not likely to see a return of the long waiting lists of earlier days. The chief reasons are, of course, the declining birth rate and the social legislation of the past decade.

It is an interesting fact that the boys from outside the city come from native stock to a greater extent than those who are Philadelphia born. Of the Philadelphia boys, 54% had both parents native-born, while this figure is 75% for boys from other parts of Pennsylvania. Those who had one foreign-born parent were 15% of the Philadelphia group and 16% of the upstate group. Those who had both parents foreign-born constitute 31% of the Philadelphia group and 9% of the group from outside the city. Appendix K shows the nativity of the fathers of the 1681 boys enrolled in June.

An age "breakdown" of our student body made on December 31, 1941, may be of interest. Of the 1658 boys who were enrolled on that date 292 were within the admission age range, that is, between their sixth and their tenth birthdays. Eight hundred and ninety-eight were between their tenth and fifteenth birthdays, 161 were fifteen years of age, 297 were between their

sixteenth and eighteenth birthdays, and ten had been given extensions to complete their work in January or had recently passed their eighteenth birthdays.

A geographical "breakdown" of our enrollment on that date is also interesting. Of the 1658 boys 813, or 49%, had homes in Philadelphia when they entered. One hundred and seventy-four came from Luzerne County, 75 from Delaware County, 71 from Montgomery County, 51 from Lackawanna County, 48 from Schuylkill County, 37 from Cambria County, 26 from Bucks County, 25 from Berks County, 24 from Allegheny County, 23 from Northampton County, and 22 from Blair County. The remaining Counties of the State are represented by 1 to 18 boys each. All boys, of course, were born in Pennsylvania, and 1607, or 96.9% of the 1658 boys, had homes in Pennsylvania at the time of their admission. Of the remaining 51 boys, 27 came from New Jersey, 10 from New York, 5 from Delaware, 2 each from Ohio, Massachusetts, and Maryland, and 1 each from Michigan, Tennessee, and Washington, D. C.

Of the four classes graduated in 1940 and 1941 the median age was 17 years and 4 months. Appendix L shows the age distribution of these classes. Such a study is significant in the face of any discussion of further acceleration or of the addition of another grade that may arise.

Despite their youth our boys are well placed. In January, 72% of the class was placed before diplomas were awarded, while the demands for our June Seniors had absorbed 98% of their number before that month ended. Placement statistics for 1935 to 1941 inclusive appear in Appendix M. Placements for 1941 totalled six hundred and eighty. The peaks in the year were, of course, the January and June graduations. During the interim between graduations, although regular placement of alumni continued, demands far exceeded our available supply of qualified applicants. Three hundred and eighty-four possible opportunities for placement were utterly lost because no Girardian, to the best of our knowledge, was available. The adequacy of Girard training has been long proved and as a result, business and industry have made demands upon the placement service which could not be met. Average weekly earnings have increased

by \$2.80, to \$21.10, from the 1940 figure, \$18.30. The average age of alumni placed this year has dropped from twenty-one to twenty.

The placement service is faced with the grave responsibility of exercising prudence and vision in advising boys who seek employment and who want to make employment changes today. Since we are at war, it is our responsibility to coöperate in every possible way to place young men in jobs where they will best serve their nation. We must have a long finger on the future, too, to help them to think clearly about what place they shall occupy in the adjustment or reconstruction period which must follow the conclusion of any war.

An attractive, new, all-purpose color pamphlet has been widely distributed. The policy of appearing before service clubs and other civic organizations especially in and near Philadelphia was continued. The Superintendent of Admission and Discharge gave a thirty-minute talk before three thousand delegates to the Pennsylvania Convention of the Women's Auxiliary of the American Legion held in Altoona in August and covered this fall eleven County Teachers' Institutes. One procedure new this year which indirectly has public relations value, and has been appreciated by the mothers of applicants, is the guide service provided the mothers of boys who are here for their entrance examination. An attempt was made to collect and catalog all current pictures relating to Girard. This has been taking form slowly and should be completed before the end of another year.

New progress with respect to improving placement activities in upstate areas has been made this year. A considerable number of personal contacts have been effected with business and industrial concerns in the Scranton and Wilkes-Barre section, Williamsport, Harrisburg, Pottstown, Pottsville, and Reading. Although most of these employers still look askance at a boy under eighteen, there is hope that the present emergency will bring about a change in this attitude. At least these men are learning to know Girard and its training more intimately. The demand for graduates must eventually follow. Business and professional groups continue to visit Girard. This year witnessed the return of the Philadelphia Foremen's Club, and the initial visits

of the American Foundrymen's Association, and the Federal Business Men's Association.

THE HEALTH SERVICE

General hospitalization would have been less than usual had it not been for the occurrence of the periodic epidemics of measles, German measles, and mumps that invaded the College in the spring. Cases of common measles were not numerous owing to a high immunity, but rubeola (German measles) was very extensive and there were 216 cases of it. The small victims of German measles have turned the rather unpopular name of the disease to advantage by referring to it as "preferred" rather than "common" measles. Three boys suffered from scarlet fever and were hospitalized in the Philadelphia Hospital for Contagious Diseases. Twenty-seven boys who had been exposed directly or indirectly to anterior poliomyelitis during their summer vacation period, were kept in the Infirmary for an observation period of two weeks. Fortunately, none of them succumbed nor did any prove to be carriers. The number of infantile paralysis cases in several Pennsylvania counties caused the State Department of Health to quarantine these counties. Since the boys vacationing in these counties were not permitted to return, classes at the College began on Monday, September 8, without the presence of one hundred and twenty-eight boys. Americo P. DiCroce died in February. He suffered from a malignancy of the bone of his leg, the type of which is known as osteogenic sarcoma. There were fortunately no other fatalities during the year.

The physical condition of the boys of Girard College throughout 1941 indicates a high degree of general good health and fitness. Should our state of health and army standards be compared, there would be little need for worry concerning rejectees. Congenital eye deficiencies would be the major cause of rejection, and eliminating this group fewer than 5% would be rejected. There are 650 boys wearing glasses in Girard College, of whom at least 60% would, nevertheless, be acceptable under army standards. Because of the growing familiarity with army standards of physical fitness, this comparison of the

health of the College is made with the view of its comprehension by the laity. A comparison of our health record with that of colleges and boarding schools places us in an outstanding position. We can point with pride to our nutritional record and growth standards as they exist today.

There is little reason to think that the work of the recreational and health services, responsible for the fine results attained, will be much affected by the war, and it is our hope that the Department of Domestic Economy will be able to maintain its high standards despite limitations on food supply that will inevitably come. The Director of the Health Service says: "Throughout the College year and through the period of my physical examinations it becomes more apparent each year just how splendid are the diets at Girard College. I have remarked before in similar reports that the new boys and those returning from vacations at their homes in a malnourished state recover good nutritional status in three months' time." Like boys in other schools and colleges Girardians have a bad habit of eating too fast. There appears to be no satisfactory cure. Occasionally an attack is made on this as a breach of good manners, with only temporary results.

One change looking toward greater safety and efficiency has been made in the Infirmary. The wornout equipment in the sterilizing room of the operating suite has been replaced. This new equipment has increased the efficiency of the service because of better steam pressure, distilled water, and improved facilities for dry heat sterilization. Preparations for operations that required one and a half hours with the old apparatus now can be completely made in fifteen minutes.

The volume of work handled in the Infirmary is always large because of the size of our population. Even in December, when the volume would be lighter because of the Christmas vacation, there were 3,650 ordinary dispensary treatments in the Infirmary, 156 otolaryngological treatments, 50 ophthalmological treatments, and 1,252 dental treatments. There was an average daily census of 24.6 boys hospitalized, and the average number of hospital days per patient was 7.2.

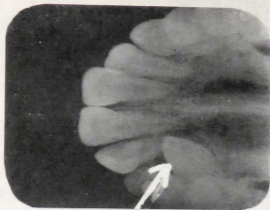
Photographic studies showing the various types of restorations made in our prosthetic department and models of unusual orthodontic cases made before and after the work was done are interesting even to the layman and reveal what is being done in the Dental Clinic to correct natural malformations and the unfortunate effects of accidents. Included in this report is a series of pictures illustrating the surgical exposure of a non-erupted cuspid, and the hook and orthodontic appliance which made it possible for the tooth to be brought into correct position.

Appendix N presents the statistical reports of the Infirmary and its subsidiary divisions for the year.

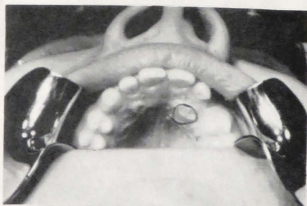
PLANT MAINTENANCE AND BUSINESS OPERATIONS

"When any institution needs no more money, its hour of usefulness has struck, its life has departed and it had better close its gates," Horace Howard Furness said almost a half-century ago. Rising costs and declining income direct attention to this remark and the little comfort that can be extracted from it. Business operations at the College this year were not "business as usual." The year's efforts can be summarized in the general statement that we operated under "war" conditions. So did nearly everyone else. There will certainly be no "business as usual" next year.

The acceptance of the situation with a complete willingness to see it through and carry on to the limit of our abilities should be not too great a burden for an organization such as ours. As the Business Manager says in his report: "It can be accepted as a challenge to our capabilities and resourcefulness to adequately meet conditions as they arise, and further 'prove' ourselves as a sound and thorough-going organization, come what may. There are many compensations to be gotten from these circumstances, a keener responsibility, a more intensified co-ordination between all of us, a larger grasp of the whole purpose of the institution and our interdependency on one another, a wholesome discipline enforced on all of us by war conditions but gladly and willingly accepted by all, an increasing efficiency in our thoughts and actions, an organizational awareness that in normal times tends to recede, all culminating in a



X-ray showing unerupted cuspid.



Circle indicating position of unerupted cuspid.



X-ray showing placing of hook in tooth after surgical exposure.



Photograph of hook in tooth
during treatment.



Orthodontic appliance by which tooth
was moved to correct position.



Tooth in its correct position in
arch after Orthodontic treatment.

more 'seasoned' organization, capable of working under adverse conditions."

Naturally the staff has been affected by increased living costs. For this reason the Board approved in October an Emergency Allowance to all employees receiving less than \$2000.00 (or its equivalent) per year. This is reflected in the 1942 Budget, amounting to \$30,301.75 for 449 persons. This sum was allocated against the surplus or reserve income, since current income may be insufficient to provide it. The matter of making purchases for members of the staff has been discussed many times, and it is perhaps natural that it should again come up because of increased living costs and the natural desire to maintain one's economic standard. Without doubt the purchasing facilities of the Business Manager's Office could be utilized to the benefit of many of our employees. The difficulty, however, is that it is not equipped physically to handle this sort of business with its present facilities, which are pretty well taxed with the regular College business. If the employees themselves, however, are willing to take the time and trouble to effect an organized effort so that they might absorb the physical burden of the transactions, and if such an organization were given official approval, we could undoubtedly cooperate in a manner highly profitable to all those involved.

The total ordinary expenditures for 1941 for the maintenance of Girard College amounted to \$1,723,803.91 according to preliminary estimates. The average number of students maintained was 1694, and the annual cost of maintenance per capita was \$1,017.59. Since the per capita cost in 1940 was \$982.77, there is an increase for 1941 of \$34.82, or 3½ per cent. It is to be noted, of course, that these figures indicate expenditures for all phases of the work of the College including, for example, the schools, home life, clothing, subsistence, laundry, and plant maintenance.

Since the amount spent in 1941 for subsistence was \$257,594.36, the per capita cost for subsistence calculated on the basis of boys only, numbering 1694, was \$152.0628 or \$.4607 per day. If, however, all the officers and employees who are entitled to meals be included (boys 1694, officers and em-

ployees 363, total 2057) the per capita cost is \$125.2281 or \$.3794 per day. The per capita cost a day for 1940 was \$.4182 for boys only and \$.3427 if others be included, an increase in 1941 over 1940 of \$.0425 and \$.0367 a day respectively. In this calculation, as in that of former years, only eleven months or 330 days to the year have been counted. The two summer vacation months are counted as one, as approximately one-half our regular number are supplied with meals during this period.

This year 9,293 trucks passed through the North Gate making deliveries of supplies to the various buildings of the College. Among these supplies were eggs costing over fourteen thousand dollars, butter over twenty thousand, flour fifty-seven hundred, sugar forty-five hundred, fresh fruits and vegetables exclusive of canned and frozen articles over thirty-two thousand, meats over fifty thousand, and milk over forty-seven thousand.

During the summer the price of milk was raised a half a cent wholesale. This increase in the price of milk will cost us approximately \$2,500 a year additional. Increased cost of all commodities, whether food or other materials, has been noticeable throughout the year. In addition to this there has been a scarcity of many items, especially metals. A motor in a dishwasher burned out in November and it was difficult to replace.

Early in the year one of the laundry washers ceased to function and had to be replaced. At the same time four worn-out extractors were replaced by three new ones. The total cost of all this equipment was \$8,333.33. With the installation of these extractors the overhead shafting in the laundry was removed and also two motors totaling 17-1/2 h.p. Each of the new extractors has a 5 h.p. motor which runs only when the extractor is in operation. With the exception of one dry tumbler, all the laundry machines are now operated by direct motor drives. A badly corroded brine coil and cooling tank for the drinking water in the House Group were removed, and a water cooling system independent of the main refrigeration system was installed. All metal lockers in the Battalion rooms were reconstructed, combining two lockers into one, and continuing the use of combination locks on all lockers. These

changes were made in order to accommodate the new Battalion uniforms. A section of the portable grandstand was erected on the Armory playground, and the curbing around the shrubbery plot at the northeast corner of this playground was removed and the baseball back stop relocated. The hazardous wooden curb around the cinder track on the campus north of Founder's Hall was removed. New sterilizing equipment and a water still were installed in the operating room on the second floor of the Infirmary. New steam mains from the main tunnel were installed to supply this equipment. The northwest corner room on the first floor of Lafayette Hall was renovated for use as a library by painting, the laying of linoleum and the installation of lighting fixtures.

Repairs were made to elevators, some partitions were installed, and many lavatory basins were replaced, to mention a few of the larger maintenance tasks that were performed. During the year the mechanical maintenance force took care of a total of 10,084 jobs or 209 fewer than in the preceding year. The practice of doing the painting under our own supervision by the employment of extra painters was continued. During 1941 the total cost of painting and wall washing completed, undertaken as a result of our annual inspection of buildings, was \$13,916.35. The sum of \$3,293.75 was expended for wall washing.

Although the sloping portions of the roof of the Chapel were treated by a contractor during 1940 to prevent leaking, the leaks have not been stopped. On a number of occasions during last year, when heavy rains occurred, the roof leaked quite badly. This is a matter of great concern, as it is necessary to keep a close watch in the loft of the Chapel during a rain storm in order to prevent a possible leakage of water through the ceiling, which would result in costly damage.

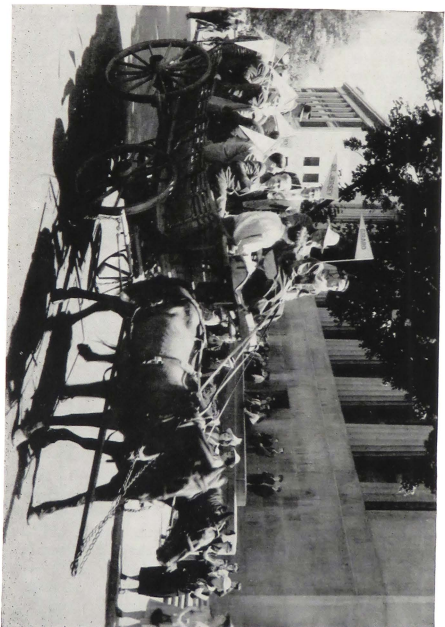
The frame garages and shops at the west end of the grounds were removed and replaced with fireproof buildings of white brick. The new garages utilized space formerly used for parking of automobiles. The flagstone walk along the west side of the north half of the Mechanical School was continued through to the main road. This new walk took the place of the one that

was removed in order to construct the larger automobile parking lot. Minor improvements to the grounds included the planting of 48 azalea plants, 1,000 ivy plants, 600 each of periwinkle, and pachysandra, and one sweet gum and four sycamore trees to fill in bare spaces.

In the President's report for 1940 there was a discussion of proposed changes in the Power Plant. The new boiler installation is not entirely completed, but one boiler is in operation. It was necessary to continue in service several of the hand fired boilers because one new boiler did not have sufficient capacity to carry the total load. The coal used in the new boiler is No. 3 buckwheat (barley) and is 80 cents per ton cheaper than the No. 2 buckwheat (rice) used in the hand fired boilers. Further changes should be made eventually, but the installation of any new equipment is out of the question as long as the war continues.

The power consumption of 2,207,600 kilowatt hours for 1941 was 62,400 kilowatt hours, or 2.74%, less than for the previous year. While this is a small decrease yet it shows a change in the trend which has been upward for a number of years. This decrease is no doubt due to the campaign to save power which got under way in the autumn. With few exceptions, the power consumption in all buildings was less in 1941 than 1940. Only two buildings showed any increase and the amounts of these increases were negligible. During the year 1941 there was consumed 3,359,200 cubic feet of gas, which was 197,900 cubic feet, or 5.56%, less than for the preceding year. There was a decreased consumption in all buildings except one, which had a small increase. The largest decrease in the kitchens was in that of the Dining and Service building, amounting to 8.1%. It is of interest to note that all of the kitchens also showed sizable decreases in gas consumption in 1940 as compared with 1939. From this it is evident that the trend is downward.

Further alterations and additions were made to the Summer Camp during 1941. The most important of these was the discontinuance of the power plant and the installation of outside power service. Because the power previously supplied from the



AN ALUMNI GROUP IN THE FOUNDER'S DAY PARADE

Camp's private plant was direct current, and that supplied by the public utility is alternating current, it was necessary to change the motors for certain equipment. In the kitchen, the two original coal ranges were removed and rebuilt into one, the third one reconditioned and two new ones installed at a total cost of \$1,557.00. The refrigeration facilities were enlarged by building an additional box, by removing the cooling unit from the old box and by installing a unit for the cooling of both boxes. A cement floor was laid in the old box. The storage facilities were increased by enlarging the store room in one corner of the kitchen and a loading platform was constructed outside the entrance to the kitchen. All these changes were necessary because of the enlargement of the Camp.

Mr. Robert T. Anderson has been serving as chairman of the very active Civilian Defense Committee of the College. Its work and the organization that it has created is discussed in a separate section of this report.

Mr. Ernest Cunningham will retire in a month. His service to the College is discussed in the section of this report devoted to the staff. We shall miss him greatly, but we have asked him to retain office space in the College and to give us in an advisory capacity the benefit of his rich experience. Mr. John H. Smith, Assistant Superintendent of Domestic Economy, will become Assistant Business Manager, and there will be a consolidation of responsibility and effort under the able direction of Mr. William Jamison, the Business Manager, who like Mr. Cunningham accepted a clerkship at the College soon after his graduation from it.

ALUMNI

Founder's Day was successfully celebrated on May 20. The President of the Alumni Association, Mr. William J. Beatty, extended the greetings of the Association to the boys at the Chapel service in the morning; and Mr. Edward Napoliello, of the Class of June, 1934, told of his experiences in aviation. The usual games, luncheon, reception, parade, and concert were held. The review, drill, and dress parade of the Cadets and Band were on the program as heretofore, with Lieutenant

Colonel James M. Hamilton in charge for the first time. The showing of Colonel Hamilton's Cadets and Mr. George O. Grey's two Bands was widely commented on. The Reviewing Officer was Major-General W. S. Grant, Commandant of the Third Corps Area of the United States Army. Mr. William C. Parks was the speaker at the Alumni Memorial Service on Sunday evening, May 18.

A suggestion from the Founder's Week Committee of the Alumni Association that in the future Founder's Day be held on the Saturday nearest May 20, in order to provide opportunity for participation by a larger number of Alumni, was adopted in 1942, after the returns from an alumni questionnaire indicated that the great majority favored Saturday. The Alumni banquet will be held on the night preceding Founder's Day, that is, Friday evening, May 22, and the place will be the Armory of the College.

The cooperation of our Alumni, in the matter of placement, continues to be most encouraging. Their thoughtfulness provided one hundred and fifteen of their fellows with work. While this figure does not represent a noteworthy increase over last year, it should be observed that had Girardians been available to fill every job opening called to our attention by the Alumni, considerable increase would have been noted.

The Girard Alumni Loan Fund was increased by \$1,352.00 through Alumni contributions. It was reported last year that the returns on past loans had been increasing each year since 1937 with \$2,199.50 returned in 1940. This year was no exception, for a total of \$2,917.00 was returned.

Mr. Macy feels that the records of Girard Alumni attending higher institutions of learning show the same high level of performance as in the past. This fall a larger number of Girard Alumni entered college than at any time since Mr. Macy began his work in the Department of Admission and Discharge. It may be interesting to note that at commencements held last June one of our alumni received the degree of Bachelor of Divinity from Andover-Newton Theological Seminary, two the degree of Bachelor of Arts from Rutgers University and from Bucknell University, two a Bachelor of Arts with honors from the Univers-

ity of Scranton and from Wesleyan University, two a Bachelor of Science in Education from Temple University, one a Doctor of Medicine from the University of Pennsylvania, one a Bachelor of Science in Education from East Stroudsburg State Teachers College, two a Bachelor of Science from Guilford College and from Temple University, and one a Bachelor of Science in Mining Engineering from the University of Texas.

This year our graduates were enrolled in forty-four colleges and universities, including, in order of number of registrations, University of Pennsylvania, Temple University, Drexel Institute, Franklin and Marshall College, Pennsylvania State College, Maryville College, University of Michigan, West Chester State Teachers College, Harvard University, Bucknell University, and Lafayette College.

CONCLUSION

The foregoing survey of the year 1941 at Girard College indicates progress. The year ends with a slightly smaller student body and a continued need for economy in the face of higher costs.

The staff has grown professionally. Departmentalization has been almost eliminated from the Elementary Schools. The Coöperative Survey of the High School has made its faculty more alive to its work and problems. A staff survey of the House Group has brought welcome changes to that important sector of the College. The Mechanical School has continued a task that now with the nation at war seems even more vital than ever. The entire College is being organized for the protection of the boys and the buildings as a part of the civilian defense program. Major additions have been made to equipment at the Camp, in the Department of Domestic Economy, in the Mechanical School, and in the Health Service. Important Power Plant changes are almost completed.

In the meantime the type of training that Stephen Girard had in mind for his school goes on. It is a sturdy sort of education that ought to make the kind of men who can carry through to victory as masters of machines and of themselves. Moreover, it provides an apprenticeship in democracy that ought to serve

Girardians well when the war is over and there is the inevitable return of what Lincoln called the "identical old questions." For a world at peace is in many ways a harder world in which to live than a world at war.

There is an undeniable exhilaration about the present emergency for both young men and their elders. They sense a spiritual kinship with Winston Churchill in his utterance of a few days ago: "He must indeed be a blind soul who cannot see that some great purpose and design is being worked out here below, of which we have the honor to be the faithful servant."

Girard College and its alumni have in the past set a tradition that present-day Girardians will accept not as something to be sung about but as something to emulate. There is no doubt that in the war period and in the years to follow our alumni will not debase the tradition but will capably take their part in devoted public service.

As we look ahead, we realize that we shall lose some of our staff for the duration of the war and it will be difficult to fill their places. We know that we shall be faced with rising costs. Despite these difficulties, the history of the nation and of our foundation gives us confidence in the future.

Again it is the writer's desire to express his deep sense of gratitude for the confidence and the coöperation of the members of the Board, and his appreciation of the outstanding services of the professional and the executive groups of the College who have borne the difficulties of the present period with no additional reward except the sense of a task well performed.

Respectfully submitted,

MERLE M. ODGERS,
President.

APPENDIX A

CHANGES IN STAFF IN 1941

RESIGNATIONS

MARGARET M. HOGAN, Teacher, Elementary Schools.....	January	31st
EDWARD A. GRAY, Laboratory Assistant.....	March	6th
GEORGE JOHNSTONE, JR., Assistant Instructor in Foundry Practice	June	30th
FRANCES E. WILDONGER, R.N., Nurse	July	31st
RICHARD D. ALTICK, A.B., Ph.D., Assistant to the Superintendent of Admission and Discharge	August	31st
MAZIE K. HAMIL, B.S., Teacher, Elementary Schools.....	August	31st
MILDRED E. KEEN, B.S., Teacher, Elementary Schools	August	31st
FRANCES A. MURPHY, B.S., A.M., Teacher, Elementary Schools	August	31st
FLORENCE M. PHILLIPS, B. S., Teacher, Elementary Schools	August	31st
RUTH M. SMEDLEY, B.S., Governess.....	October	15th
GRACE G. WOLFORD, R.N., Assistant Directress of Nurses	December	31st

RETIREMENTS

ANNA M. CRAFT, Assistant Supervisor, Domestic Economy.....	October	31st
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DEATHS

MARY CARMODY, Housekeeper, Lafayette Hall.....	March	11th
KATHERINE K. HOBBS, Retired Teacher.....	May	11th
BENJAMIN BRAIM, Retired Assistant Instructor in Foundry Practice	June	15th
CHRISTINE K. MININGER, Governess	July	6th

APPOINTMENTS

FLORENCE M. PHILLIPS, B.S., Teacher, Elementary Schools	February	1st
KATHRYN M. BARCUS, B.S., Teacher, Elementary Schools	February	17th
HOWARD D. ROWE, Laboratory Assistant	March	17th
F. RALPH WHEELER, B.S., C.P.A., Teacher of Accounting, Post High School.....	April	21st
GEORGE JOHNSTONE, JR., Assistant Instructor in Foundry Practice	May	5th

WINIFRED BILLARD, B.S., A.M., Teacher, Elementary Schools	September 1st
ELIZABETH S. WHITACKER, B.S., A.M., Teacher, Elementary Schools	September 1st
ELSA F. NITTERAUER, B.S., Teacher, Elementary Schools	September 1st
GEORGE A. SHUSTER, Substitute Assistant Instructor in Foundry Practice	September 1st
JOSEPHINE MIERLEY, B.S., Governess	September 6th
ELIZABETH M. JEFFERYS, B.S., Substitute Teacher, Elementary Schools	September 8th
SARAH MAPES, B.S., Governess	September 15th
EDNA STEWART, R.N., Night Nurse	October 1st
ESTHER A. JERALD, B.S., Governess	October 20th
LUCILLE M. MARQUETTE, R.N., Assistant Directress of Nurses	January 1st, 1942

TRANSFER

C. ESTELLE SHERMAN, Seamstress to Assistant Supervisor, Domestic Economy	November 1st
EARL E. MORROW, Assistant Instructor in Auto Mechanics to Instructor in Auto Mechanics	January 1st, 1942

APPENDIX B

STAFF OF SUMMER SCHOOL—1941

Principal ..	Dr. William E. Burkard
Substitute Principal ..	Ernest A. Choate
Supervisor of Handwork ..	Viola R. Collins
Tutor for High School Subjects ..	Iredell L. Aucott
Tutor for High School Subjects ..	John Diehl
Tutor for High School Subjects ..	Nathaniel K. Krassenstein
Tutor for High School Subjects ..	Matthias H. Richards
Tutor for High School Subjects ..	Charles C. Smith
Tutor for Junior High School Subjects ..	Charles K. Hay
Auditorium Teacher ..	Alberta S. Lewis
Music Teacher and Organist ..	Louis C. Doelp

TEACHERS OF RECREATIONAL ACTIVITIES

George J. Epley	George W. Harlow
Oscar M. Havsy	

ELEMENTARY SCHOOL TEACHERS

Laura E. Harman	Lillian A. Reece
Freda W. Thomas	

BOOKWORK

Edna L. Adams
 Alvin Blumberg
 Lila G. Curry
 Oscar M. Havsy
 K. Adessa Martin
 Maurice L. Risen
 Bertha B. Wagenhurst
 Elsie S. White

HANDWORK

Frances H. Biester
 Gertrude M. Ehinger
 Russell M. Leonard
 Irene D. MacMillan
 John T. Mladjen
 Emma D. Sawyer
 Christina Z. Vecchione

APPENDIX C

Promotion rates in tutoring classes in high school subjects, 1938-1941:

	1941	1940	1939	1938
Languages	96%	100%	72%	76%
English	94%	93%	81%	90%
Social Studies	88%	100%	69%	45%
Science	83%	82%	55%	55%
Mathematics	70%	72%	64%	56%

APPENDIX D**PHILOSOPHY OF THE ELEMENTARY SCHOOLS**

Having in mind the will and wishes of the Founder, the chief purpose of elementary education at Girard College is to provide democratic living which will develop each child as fully as possible physically, intellectually, socially, emotionally, and spiritually.

The foundations for democracy should be laid by democratic living throughout the entire school. There should be developed a feeling of being wanted and needed in the group; an appreciation of, and tolerance for, all human beings; respect for facts and knowledge as a basis for thought and opinions; the habit of thinking and acting for the common good, with a keen understanding and acceptance of responsibility; a willingness to change when careful evaluation shows that change will mean a better adjustment to life's problems.

The teachers' part in this plan is to make provisions for environment, activities, and guidance which will help the child experience continual growth, and will make for his happiness and adjustment in the society of which he is a part.

AIMS FOR ELEMENTARY EDUCATION

To help the child:

- To develop and preserve his maximum physical perfection through the practice of desirable health habits.

- To understand physical development and growth through the medium of scientific facts and experiences.

- To develop motor skill and muscular coordination.

- To be both a worthy participant and interested spectator in sports.

- To recognize individual responsibility for the health of the group.

To learn to base his living on intelligent thinking.

- To master skills essential to realization of accepted goals.

- To acquire our cultural background.

- To be able to evaluate and compare the various experiences which have been gained.

- To listen and observe intelligently.

- To develop an active, wholesome curiosity.

- To apply desirable learnings to new and changing situations.

To get along happily and effectively with others.

- To be willing to do his share of work and play.

- To recognize and respect authority.

- To be fair and honest with himself and others.

- To feel responsibility for finding and practising better ways of living together.

To develop a wholesome, balanced personality.

- To feel a sense of security, a sense of being wanted, and of belonging at Girard College.

- To feel sufficiently recognized as an individual.

- To try to develop a sense of humor.

- To have a love of beauty and a desire to create it around him.
- To know right from wrong and to care to act in the right way.
- To have a real appreciation of the opportunities life offers him.
- To develop an awareness of religion as the major force in his life.

APPENDIX E

THE PHILOSOPHY OF AMERICAN SECONDARY EDUCATION

What the people accept as effective and desirable education for their children depends in general upon the grain and character of their society. A philosophy of education in the United States in our time, to be practical, must square with this fact. Broadly described, the social fabric of our society has a democratic pattern. The color, quality, and texture which make it distinctive are supplied by the existing material bases of our life, by our social institutions and ways of living, and by our mental atmosphere and climate. This social fabric experiences change ceaselessly, in all sorts of ways and at varying rates. Into this complex, ever-changing social environment children are born in total ignorance of it. They are expected not only to understand our social order and to adapt themselves to it through the acquisition of knowledge, skills, habits, and attitudes and feelings, but they are also expected, as the result of education in school and out, to take it over as adults and manage it with somewhat greater competence than their elders.

Secondary education must accordingly

1. Acquaint youth as fully as possible with the society in which they live.
2. Teach youth to think, feel, and behave as members of a democratic society. Such membership calls for the exercise of individual freedom, initiative, and talents for the good of all and not merely for personal, local, or class advantage.
3. Recognize the pupil as the most precious thing in the

school. His powers, abilities, and insight must be developed as fully as possible. For in his unique differences from other people lies the measure of his contribution to the social symphony of life.

4. Use curriculums and methods merely as means to these ends. As means they hold no claim to permanent value but are subject to change as enlightenment reveals better means.

5. Require ceaseless growth in teachers. While the child is the most precious thing in the school, the teacher is the most essential for its work. The teacher whose growth has ceased cannot cultivate good growth in others.

OBJECTIVES OF THE HIGH SCHOOL

Girard College seeks to square the educational objectives of its secondary school with three facts:

A. The founder's views on the educational purposes of his foundation, as stated in his will:

1. Promote the health of students by "suitable and rational exercise and recreation."
2. Cultivate their minds and inculcate moral principles.
3. "I would have them taught facts and things, rather than words or signs." Instruct them "in the various branches of a sound education," including mathematics, Romance Languages, sciences, English. "and such other learning and science as the capacities of the several scholars may merit and warrant."
4. "And especially I desire that, by every proper means, a pure attachment to our republican institutions, and to the sacred rights of conscience, as guaranteed by our happy constitutions, shall be formed and fostered in the minds of the scholars."

B. The students are, under the founder's will, poor and fatherless, and must therefore be economically self-supporting at eighteen.

C. The objectives of secondary education which are recognized by educators in the nation at large.

Accordingly, the educational objectives of Girard College today are:

1. To instruct each student in the fundamentals of health, as part of the larger program of health service in the College.
2. To make each boy proficient in the tool subjects and to fit him for advanced education, as his powers permit.
3. To assist him in finding out what his abilities and aptitudes are and in choosing his career so that he may become self-supporting at eighteen.
4. To train him in habits of industry, thoroughness, and accuracy and to foster qualities of initiative, leadership, ambition, adaptability, dependability, honesty, self-reliance, and sound judgment.
5. To cultivate gentlemanliness, and to inculcate respect for property and for the rights and personalities of others.
6. To develop the special gifts of individuals, in fields such as the arts, athletics, and technical construction, and to nurture appreciation of culture and the finer things of life, to the end that they will contribute richly, at work, in leisure activities, and in participation in the manifold life of the community.
7. To train the boy in the use of intelligence and to cultivate the finer human feelings. To develop young men of moral worth and religious character, irrespective of creed or sect.
8. To foster a lasting appreciation of the gifts of Stephen Girard's beneficence, encouraging the desire to emulate him in worthy service to the community and to the nation.

In sum, the goal is five fold: to develop fineness of character, personality, citizenship, workmanship, and scholarship.

APPENDIX F
SUMMARY OF LIBRARY STATISTICS
BOOK CIRCULATION IN MAIN LIBRARY

Book Classification	Main Department		Children's	Total	Total
	Boys	Adults	Room	1941	1940
General Works.....	54	64	18	136	351
Philosophy	102	162	21	285	310
Religion.....	81	93	277	451	453
Sociology and Folklore..	1151	836	2833	4820	4855
Languages.....	53	26	57	136	133
Science	700	192	1003	1895	1860
Useful Arts.....	1204	456	1445	3105	2956
Fine Arts.....	1221	515	1299	3035	3390
Literature	1282	671	453	2406	2185
History.....	958	676	818	2452	2524
Travel	640	620	685	1945	1618
Biography	1125	727	732	2584	2086
Fiction	8659	4386	9138	22183	23374
Periodicals	144	13238	0	13382	12868
Total Circulation.....	17374	22662	18779	58815	58963
Main Department Circulation..	{ Boys.....			17374	16887
	{ Adults.....			22662	23386
Children's Room Circulation.....				18779	18690
Grand Total book circulation.....				58815	58963

ATTENDANCE IN MAIN LIBRARY

		1941	1940
Main Department attendance..	{ Boys.....	59469	64227
	{ Adults.....	3067	3141
Children's Room attendance.....		16195	18474
Grand Total attendance.....		78731	85842

ELEMENTARY SCHOOL LIBRARY-LABORATORY

	1941	1940
Number of films loaned for classroom use	1060	787
Number of slides loaned for classroom use	3767	3519
Attendance of boys for research.....	28888	20376
Attendance of boys for group activities.....	7299	7995
Teacher-Librarian Conferences.....	828	1403

BOOKS ADDED TO THE LIBRARY

Non-Fiction	2526
Fiction	943
Periodicals (Bound volumes)	35
Total number of volumes added to the Library in 1941.....	3504
Total number of volumes discarded in 1941	351
Total accessions to date.....	79723
Total unaccessioned bound volumes to date.....	7007
Total discarded and lost to date	13121
Total approximate number of volumes in the Library in 1941.	73609

APPENDIX G

RECORD OF SCOUT ACTIVITIES 1934-1941

	1934	1935	1936	1937	1938	1939	1940	1941
Number of Scouts.....	66	87	116	198	310	301	302	316
Tenderfoot	46	22	47	111	136	147	146	195
Second Class	15	41	36	51	114	91	82	48
First Class	4	15	22	23	24	19	20	18
Star	0	7	5	5	27	32	38	31
Life	1	2	6	6	7	8	12	14
Eagle	0	0	0	2	2	4	4	0
Merit Badges	13	76	128	203	435	256	373	557

APPENDIX H

INTERSCHOLASTIC SPORTS SUMMARY

	Won	Lost
Swimming.....	8	1
Baseball.....	6	3
Track.....	4	4
Soccer.....	10	1
Basketball.....	7	3
Tennis.....	4	3
	—	—
Totals	39	15

APPENDIX I

GIRARD COLLEGE CAMP STAFF—1941

Superintendent of Camp.....	Archibald Ralston
Assistant to Camp Superintendent..	Harold M. Miller
Camp Physicians	Laurence E. Schuster, M.D. June 28th to July 12th
	Frederick H. Martin, M.D. July 12th to July 27th
	Stephen E. Matsko, M.D. July 27th to September 6th

COUNCILORS

George A. Albee
Harold A. Beyer
Richard W. Boyd
David K. Burkhart
Donald R. Caziarc
Byron McClain Cochran
Don B. Corbin
Walter H. Costello
Lawson S. Earl
H. Richard Eyer
James J. Finchen
William O. Foust
Harry E. Fox, Jr.
William T. Heisler
Joseph M. Hewlett
W. Herbert Horner

William H. Hoyt
Robert A. Livingston
Richard A. Martin
Ernest L. Messicomer
J. Hugo Norman
Robert E. Reinhard
Mark S. Rice
Thomas F. Santilli
Joseph A. Splendido
Ned F. Stake
George R. Sutch
William J. Tridico
William J. Watson
Glen M. Weakley
Russell L. Williams
Earl J. Yandow

APPENDIX J

DAILY CAMP PROGRAM

A.M.

- 6:30 Reveille (toilet, morning dip, setting-up exercises, washing, and personal inspection)
- 6:50 Flag Raising
- 7:00 Breakfast
- 7:30 Police and Mess Detail, Sick Call
- 8:45 Assembly and Chapel Service
- 9:00 Inspection of cabins and medical inspection
- 9:30 Educational period (first aid instruction under Camp Physician, scouting activities, nature study, photography, Camp work)
- 11:00 Swimming period, Red Cross tests, and Red Cross instruction

P.M.

- 12:30 Dinner
- 1:00 Rest Hour
- 2:00 Recreation Hour, Boating, Hobbies, Games, and Handicraft
- 4:00 Swimming

- 5:30 Preparation for Supper, Mess Detail
- 5:50 Assembly, Retreat, and Lowering of Colors
- 6:00 Supper
- 6:30 Recreation Period, and Rabbitball League Games
- 8:00 Campfire Program (songs, stunts, and general entertainment by boys and councilors)
- 9:00 Taps for younger boys. Lights Out!
- 10:00 Taps for older boys. Lights Out!

SUNDAY PROGRAM

A.M.

- 7:00 Reveille
- 7:20 Flag Raising
- 7:30 Breakfast
- 8:00 Sick Call, Police and Work Details
- 9:00 Inspection of cabins and medical inspection
- 9:30 Quiet Hour (quiet games and amusements)
- 10:30 Chapel
- 11:30 Swimming

P.M.

- 12:30 Dinner
- 1:00 Rest Hour
- 2:00 Hike for boys (optional)
- 5:00 Swimming
- 5:50 Retreat and Lowering of Colors
- 6:00 Supper
- 6:30 Treasure Hunt or Special Stunts
- 8:00 Vespers
- 9:00 Taps

APPENDIX K

Nativity of the fathers of the 1681 boys enrolled in June 1941:

United States	1179
Italy	230
Russia	47
Ireland	39

Poland	33
Austria	27
Germany	25
Hungary	14
Scotland	13
Lithuania	10
England	8
Czecho-Slovakia	8
Rumania	6
The Balkans (Jugo-Slavia, Bulgaria, Turkey, Greece) ..	6
Canada	1
Scandinavia (Norway, Sweden, Denmark)	1
Miscellaneous	34

1681

APPENDIX L

AGES AT GRADUATION—1940 and 1941 Classes

<i>Years</i>	<i>Months</i>	<i>Number</i>		
15	8	1		
15	11	1	2	
16	0	1		
16	1	1		
16	2	3		
16	3	0		
16	4	1		
16	5	6	12	
16	6	4		
16	7	7		
16	8	13		
16	9	9		
16	10	10		
16	11	20	63	77 or 29.2% below 17
17	0	11		

17	1	13		
17	2	11		
17	3	10		
17	4	18		
17	5	16	79	156 or 59.1% below 17½
17	6	18		
17	7	9		
17	8	21		
17	9	16		
17	10	14		
17	11	11	89	245 or 92.8% below 18
18	0	9		
18	1	3		
18	2	2		
18	3	3		
18	4	2	19	

264 Students

APPENDIX M

PLACEMENT EXPERIENCE OF SEVEN YEARS

Month	1935	1936	1937	1938	1939	1940	1941	Total
January	27	52	59	61	53	77	115	444
February	17	37	24	28	66	35	64	263
March	19	40	40	38	51	38	48	258
April	21	32	28	35	42	47	39	244
May	24	35	56	29	62	43	40	289
June	32	46	57	26	61	77	100	399
July	42	45	78	28	51	78	73	395
August	42	41	19	25	59	43	43	264
September	32	113	47	40	76	66	56	430
October	26	34	50	33	60	65	44	312
November	27	26	19	51	53	56	29	261
December	18	20	28	23	39	32	29	189
Total	327	521	505	417	673	657	680	3748

APPENDIX N

The following is a record of the diseases, operations and other matters of record for which students of the College were under observation in the Infirmary during the year 1941:

Abscess	4	Myalgia	3
Adenitis	23	Myositis	1
Blister	2	Myringitis	4
Bronchitis	13	Nephritis	1
Bronchosinusitis	2	Observation	23
Bursitis	2	Observation, Poliomyelitis ..	27
Cellulitis	7	Otitis, external bilateral	1
Chicken Pox	6	Otitis Media, acute	32
Concussion, Brain	2	Otitis Media, purulent	1
Conjunctivitis	10	Osteomyelitis	1
Constipation	2	Pediculosis	1
Contusion	15	Pertussis	1
Dermatitis	6	Pharyngitis	113
Dermatitis Venenata	8	Pneumonia, lobar	6
Dermatophytosis	1	Pneumonia with empyema ..	1
Dietetic Indiscretion	288	Pyoderma	2
Dislocation	1	Pyonephrosis	1
Ecchymosis, right eye	1	Rheumatic infection	17
Eczema	3	Rhinitis	16
Epididymitis	1	Scabies	2
Episcleritis	2	Scarlet Fever, contact	1
Erythema	13	Scarlet Fever	3
Ethmoiditis	1	Serum Reaction	22
Fish hook in hand	1	Skin Irritation	1
Foreign Body, eye	2	Sinusitis	6
Foreign Body, intestinal tract	1	Sprain	1
Fracture	16	Stomatitis	1
Furuncle	3	Stye	1
Furunculosis	1	Synovitis	2
Hematoma	2	Tinea Tonsurans	1
Hyphemia	2	Tinea Trychophytina	1
Impetigo	2	Tinea Versicolor	1
Influenza	1	Tonsillitis	4
Insect Bite, ankle	1	Tracheobronchitis	1
Keratitis	2	Ulcer, corneal	1
Laceration	6	Ulcerous Gingivitis	1
Laryngitis	1	Upper Respiratory Infection	397
Lesion	1	Vincent's Infection	1
Measles	62	Wounds	5
Measles, German	216		
Miliaria	1		
Mumps	112		
		Total	1551

OPERATIONS:

Adenoidectomy	2
Appendectomy, clean	12
Appendectomy, drainage	1
Chalazion, incised and curetted	1

Circumcision	49
Excision, cyst	1
Excision, mole of chin	1
Excision, scar tissue	1
Exploratory for Ganglion of right hand	1
Extraction of Teeth	46
Herniorrhaphy	5
Incision and drainage of Abscess	5
Mastoidectomy, simple	2
Nephrectomy, left	1
Paracentesis	6
Removal of Popliteal Bursa	1
Removal of Tonsils and Adenoids	24
Removal of Wart	1
Strabismus, convergent	3
Submucous Resection	3
Torek, 1st Stage	2
Torek, 2nd Stage	1
Varicocele, left	3
Total Operations	176

DEATHS:

Americo Pamfilo DiCroce, February 5, 1941

Osteogenic Sarcoma	1
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Total.....	1
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Average number of hospital days per patient..	12
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Average daily census.....	35
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DISPENSARY TREATMENTS:

Infirmary	41,765
Otolaryngological ..	1,040
Ophthalmological ..	1,130
Dental	10,919

Total Dispensary Treatments ..	54,854
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APPENDIX O

CHAPEL SPEAKERS—1941

January 5—Mr. Cornelius McGillicuddy, Baseball Executive, Philadelphia.

12—Mr. Philip C. Staples, Telephone Executive, Philadelphia.

19—Mr. Emil Zarella, June '24, Senior Housemaster, Girard College.

26—Dr. Ralph L. Johnson, former Teacher, Girard College.

- February 2—Mr. J. Vaughan Merrick, 3rd, Headmaster, St. George's School, Newport, Rhode Island
 9—Mrs. Fadra Holmes Wilson, Louisiana State University, Baton Rouge, Louisiana.
 16—Dr. Edgar J. Fisher, Assistant Director, Institute of International Education, New York City.
 23—Rear Admiral Frederick G. Pyne, United States Navy.
- March 2—Mr. Joseph A. Davis, Superintendent of Household, Girard College.
 9—Mr. Henry W. Braude, Attorney, Philadelphia.
 16—Dr. Merle M. Odgers, President, Girard College.
 23—Mr. Owen D. Evans, Superintendent of the Mechanical School, Girard College.
 30—Dr. Alfred E. Stearns, Headmaster Emeritus, Phillips Academy, Andover, Massachusetts.
- April 6—Mr. Edgar S. McKaig, Attorney, Philadelphia.
 13—Mr. Alford G. Otto, Gymnasium Instructor and Coach, Girard College.
 20—Dr. Paul H. Musser, Administrative Vice-President, University of Pennsylvania.
 27—Mr. S. Herman Macy, Superintendent of Admission and Discharge, Girard College.
- May 4—Mr. Morris Duane, Attorney, Philadelphia.
 11—Mr. Robert T. Anderson, Assistant Chief Engineer in Charge Department of Grounds and Buildings, Girard College.
 18—Mr. E. Elmer Staub, December '99; Business Man, Detroit, Michigan.
 25—Dr. Cheesman A. Herrick, former President of Girard College.
- June 1—Mr. William L. Campbell, Senior Housemaster, Girard College.
 8—Mr. Earl J. Gratz, January '22; Attorney, Philadelphia.
 15—Dr. Bruce Carey, Director of Vocal Music, Girard College.
 22—Mr. J. S. F. Ruthrauff, Teacher, Girard College.
 29—Mr. William C. Sparks, Supervisor of Playgrounds and Recreation, Girard College.
- July 6—Dr. William E. Burkard, Principal, John Bartram High School, Philadelphia.
 13—Mr. John P. Dunlevy, Swimming Instructor, Girard College.
 20—Mr. Harold J. Budd, Professor of Law, Drexel Institute, Philadelphia.
 27—Mr. Malcolm J. Nicholson, Senior Housemaster, Girard College

- August 3—Captain Howard Kirk, Attorney, Media, Pa.
 10—Miss Mary L. Smythe, Children's Librarian, Girard College.
 17—Mr. George H. Dunkle, Senior Housemaster, Girard College.
 24—Dr. Ernest A. Choate, Principal, Edwin H. Fitler School, Philadelphia.
 31—Mr. David C. Wolstenholme, Playground and Recreation Teacher, Girard College.
- September 7—Mr. George O. Frey, May '98, Director of Instrumental Music, Girard College.
 14—Mr. Harry E. Paisley, Retired Railway Executive, Philadelphia.
 21—Dr. Guy E. Snavelly, Executive Director, Association of American Colleges, New York City.
 28—Mr. Justice Owen J. Roberts, United States Supreme Court.
- October 5—Dr. John L. Haney, President, Central High School, Philadelphia.
 12—Dr. Andrew J. Stewart, Teacher, Girard College.
 19—Mr. Henry V. Andrews, Teacher, Girard College.
 26—Mr. Cameron Beck, Lecturer and Business Man, New York City.
- November 2—Mr. Homer Rodeheaver, Business Man, Philadelphia.
 9—Dr. Edward L. Bauer, Director of the Health Service, Girard College.
 16—Mr. Charles E. Bowman, Teacher, Girard College.
 23—Mr. Cornelius B. Boocock, Headmaster, The Haverford School, Haverford, Pennsylvania.
 30—Mr. George F. Norton, January '11, Business Man, Philadelphia.
- December 7—Mr. John W. Leydon, Teacher, Girard College.
 14—Dr. Merle M. Odgers, President, Girard College.
 21—Mr. Albert H. Schoell, Teacher, Girard College.
 28—Miss Louise G. Sigmund, Teacher, Girard College.

APPENDIX P

ANNIVERSARIES AND COMMENCEMENTS—1941 SPEAKERS

Commencement, January 28,
 Dr. John W. Nason, President,
 Swarthmore College

Alumni Memorial Service, May 18,

Mr. William C. Sparks,
Supervisor of Playgrounds and Recreation,
Girard College

Founder's Day (Morning Assembly of Students), May 20,

Mr. William J. Beatty, '09,
President, Girard College Alumni Association
Edward Napoliello,
Class of June, 1934

Commencement, June 19,

Honorable Eugene V. Alessandrini,
Judge, Court of Common Pleas No. 5,
Philadelphia

Thanksgiving Day, November 27,

Honorable L. M. Robinson,
British Consul-General,
Philadelphia

SPECIAL OCCASIONS

March 18,

Lieutenant Philippe Magdelain,
Former Officer in the Army of the
Republic of France

May 7,

Milo Warner, Esquire,
National Commander,
The American Legion

APPENDIX Q

LECTURES AND ENTERTAINMENTS—1941

Friday, January 10:

Comedy—Drama—
"Modern Daughters"
The Salisbury Players

Friday, January 24:

Xylophone Concert—

Marielta Huron

Marionette Entertainment

Baker and Hall

Friday, February 7:

Lecture—

"The Value of a Hobby"

Edwin A. Rowlands

Illustrated Lecture—

"From Dusk to Dawn"

Charles E. Mohr

Friday, February 21:

Lecture—

"Getting Closer to the Stars"

Armand N. Spitz

Illustrated Lecture—

"Prehistoric Animals"

Robert G. Chaffee

Friday, March 7:

Lecture—Entertainment—

The Polomeme Potters

Entertainment—

Roberts Society Circus

Friday, March 21:

Concert—

Girard Alumni Glee Club

Friday, April 4:

Lecture—

"Counterfeit Money"

George Drescher

U. S. Secret Service

Entertainment—

"Juggling Along Life's Highways"

George DeMott

Friday, April 18:

Lecture—

"The Americanization of An American"

Salom Rizk

Entertainment—

The Puppeteers

Friday, October 17:

Concert—Girard Quintet

Harry C. Banks, Jr., Piano

Ralph E. Binz, Trombone

George O. Frey, Cello

Robert W. Morrison, Clarinet

Earl Pfouts, Violin

Friday, October 31:

Hallowe'en Entertainment—

Mystery and Sleight of Hand

Rudy Saxon

Ventriloquial Novelty—

"At the Party"

Ellwood and Ripel

Friday, November 14:

Illustrated Lecture—

"Deep Sea Diving"

Max Gene Nohl

Friday, November 28:

Student Activities Night

Friday, December 12:

Christmas Concert—

Musical Organizations of Girard College

(Saturday, December 13, Concert for

Student Body and Staff)

Wednesday, December 24:

Christmas Eve Entertainment—

Haines' Marionettes

APPENDIX R

SAVINGS FUND ACCOUNT

The Savings Fund Account, which was started in 1896 with deposits of \$234.07, has served its purpose well. Some figures for the last five years, in connection with this Fund, are given below:

	<i>Deposits</i>	<i>With- drawals</i>
1937	\$7383.15	\$6060.10
1938	6369.56	5342.98
1939	6204.49	6800.77
1940	6451.76	5644.47
1941	6600.14	6809.66
Total deposits, 1896 to 1941		\$161,180.22
Total withdrawals, 1896 to 1941		144,335.30
Excess of deposits over withdrawals, 1896 to 1941		16,844.92
Total amount in the Fund, December 31, 1941		38,103.97
Total interest for the year ending December 31, 1941		\$697.79
Accounts opened in 1937		177
Accounts opened in 1938		155
Accounts opened in 1939		166
Accounts opened in 1940		174
Accounts opened in 1941		130
Total number of accounts December 31, 1937		1371
Total number of accounts December 31, 1938		1377
Total number of accounts December 31, 1939		1415
Total number of accounts December 31, 1940		1422
Total number of accounts December 31, 1941		1428
United States War Bonds, December 31, 1941		375.00

APPENDIX S

PRIZES AND HONORS, 1941-1942

A gold watch was presented in September, according to the terms of the will of the late General Louis Wagner, to William J. Tridico, the student of the class of June, 1941, having the highest scholarship average for the last two years' work.

Bronze medals were presented by l'Alliance Francaise to the

High School students showing the greatest proficiency in the study of the French language and literature:

September Award—Blair A. Thompson

February Award—Solomon Blecker

Special prizes were presented by various individuals and groups of the Alumni.

The "Early Eighties" prizes, presented in the name of John Humphreys, were awarded in September for the best short stories produced by the members of the Senior Classes and in February for the best descriptive essays on the annual trip of the Senior Classes to Washington, as follows:

September		February	
1. Harold M. Surkin . . .	\$7.00	Edward Lipp	\$7.00
2. Arcangelo Straneri	5.00	Theodore N. Sherman	5.00

The "Early Eighties" prizes, presented in the name of Herman C. Horn for the best essays on "Safety on City Streets" by students of the Second High School Year, were awarded as follows:

September		February	
1. Jack N. Shearer	\$6.00	Harold E. Lusher	\$6.00
2. Salem Kirban	4.00	Solomon Blecker	4.00
3. Robert V. Dermott	2.00	John J. Salerno	2.00

The "Early Eighties" prizes, presented in the name of John E. Rodgers for proficiency in drafting or some branch of manual training, were awarded as follows:

September		February	
1. William S. Hargy, Trade Drafting	\$7.00		
2. Paul F. Hoffman, Machine Shop Practice	5.00		
February			
1. Louis W. Schuler, Machine Shop Practice	\$7.00		
2. Lawrence W. Fowler, Patternmaking	5.00		

The "Early Eighties" prizes, presented in the name of Joseph A. Campbell for proficiency in penmanship, were awarded as follows:

September		February	
1. Robert J. Bell	\$7.00	Joseph Slusar	\$7.00
2. Harold J. Freeman	5.00	Harold E. Lusher	5.00

The "Early Eighties" prizes, presented in the name of Henry Kraemer for proficiency in Chemistry, were awarded as follows:

September		February	
1. Charles J. Wiley	\$10.00	Francis M. Dorer	\$10.00
2. Walter F. Hartfield	7.00	Adelbert P. Samson	7.00

The House Scholarship Trophy, presented by the class of June, 1921, to the house attaining the highest average of the combined term scholarship records for the preceding term, was awarded as follows:

September—Banker Hall	Average 2.29
February—Merchant Hall	Average 2.19

The Frank Honicker prize of \$3.00, awarded to the commercial student attaining the best general record in secretarial studies during the Senior year, was presented in February to William F. Bernhardt.

The Art Class prizes, awarded to the students of that class for achievement in drawing and water color painting, were presented in February as follows:

William E. Calhoun	\$3.00
George A. Freyer	2.00

Bronze medals awarded by the American Legion, through the Stephen Girard Post, No. 320, to the students of the highest grammar school grade for the best records in scholarship, athletics, and citizenship combined, were presented as follows:

June	January
Raffaello G. Siano	Daniel Metroka

The Stephen Girard Post, American Legion, Trophy, awarded to the Company attaining the best all-around military record during the term, including the competitive drill, was awarded as follows:

September, 1941—Company D
February, 1942—Company A

Special prizes were also presented by the College to Cadets for meritorious service in the Military Department as follows:

To the Captain of the company excelling in competitive drill, and to the Captain of the company ranking second:

September Awards

1. Russell D. Johnson, Company D, Saber
2. Charles H. Porter, Company B, Silver Medal

February Awards

1. Arcangelo Straneri, Company A, Silver Medal
2. Joseph DeVergilio, Company B, Bronze Medal

A silver medal was awarded each term to the cadet ranking highest in individual drill, and a bronze medal to the cadet ranking second:

September Awards

1. Michael J. O'Keefe, Private, Company D
2. George Damore, Sergeant, Company D

February Awards

1. Scott S. Slater, Corporal, Company B
2. Frank Salvo, Sergeant, Company D

Prizes presented by the College for proficiency in manual arts:

September Awards

- | | |
|---|--------|
| 1. Ellis J. Kaufman, books to the value of | \$5.00 |
| 2. Joseph Menichetti, books to the value of | 3.00 |

February Awards

- | | |
|---|--------|
| 1. Martin M. Mills, books to the value of | \$5.00 |
| 2. Hubert H. Hambach, books to the value of | 3.00 |

Prizes presented by the College in February for the best singing with a soprano or alto voice:

- | | |
|--|--------|
| 1. Robert Pacitti, books to the value of | \$5.00 |
| 2. Joseph E. Marion, books to the value of | 2.50 |

Prizes presented by the College in September to students showing greatest proficiency and greatest improvement in piano music:

- | | |
|------------------------|--------|
| 1. Walter F. Hartfield | \$5.00 |
| 2. John Toman | 2.50 |

HIGHEST SCHOLASTIC HONORS IN THE HIGH SCHOOL

Frederick Arnold, William Ferd Bernhardt, Solomon Blecker, Robert Dermott, Howard Willard Eichlin, Walter Francis Hartfield, Norbert Francis Kockler, Joseph Slusar, Blair Alvin Thompson, Bernard Toscani, William Joseph Tridico, Lawrence Weiskrantz, Ernest Edwin Wright.

SCHOLASTIC HONORS IN THE HIGH SCHOOL

Antonio Salvatore Arcari, Frederick Augustus Beise, William David Breingan, Paul Philip Budenstein, Umbert Cantalamessa, Carmen Di-Giovanni, Harold Eugene Freeman, John Anthony Harris, Russell David Johnson, Robert Charles Jones, Andrew Jess Lewis, Hunter Ross Marion, Jonathan Robert Marriott, Royle Manger Mills, Thomas Edward Nawalinski, Donald Dial Pastorius, Harold Eugene Scott, Charles James Wiley.

APPENDIX T

GRADUATES

Following are the names of those who were graduated from the College in 1941:

CLASS OF JANUARY, 1941

Charles Kirschbaum	Norman Frank Ames
Onufre Klapatch	Cecil Leo Anderson
Frank Rodman Kromer	Samuel Perry Axe
Morris Leibergott	Richard Harold Barnes*
Francis Henry McGovern*	Wallace Glenn Barnes
William Clarence Malkemes	James Robert Bartsch
Kenneth Bruce Marion	Harry Lorraine Baum
William Francis Martin	Edward Paul Berman*
Stephen Musial	Robert Boyer
James Henry Nesbitt	Alexander Ritchie Boyd*
Joseph Albert O'Brien	Albert Cericola
Alfred Paoletti	Louis DeMarco
Morton Prussel	Harold Russell Diffenderfer
Adelmo Recchiuti	Joseph DiRosa
Vincent Ricento‡	Francis Henry Esposito
Edward Roach*	Frank William Evans
Clyde LeRoy Rupert	Marvin Felkoff
Charles Lloyd Saylor	John Fischer*
Charles James Seese	Paul Samuel Fraser
Lewis Severino	John Philip Gehrig
Frederick Donald Slutter	Joseph Elmer Geist
Richard Wilson Stephens	George Havrisik*
Willis Eugene Tannehill	Richard Irving Helder*
Samuel Richard Taylor	William Harry Hunter
Stuart Berton Thorn	William Irvin*
George Tremko	Walter Jacoby
John Clemmer Triol	Robert William Jennings
Walter Hughes VanOrmer‡	John Raymond Kegel

Mortimer Richard Wilson
William Stanford Wilson

Henry William Winter
Clare Elmer Yarnell

* Members of the National Honor Society

‡ As of January, 1940

CLASS OF JUNE, 1941

Harry William Adams*
John William Akers
William John Barclay
John George Boyce
Donald William Bredbenner*
William Gorman Carnahan
Joseph Emanuel Civetta
Caesar Civitella
Walter Hutchinson Costello*
George Damore
Stanley Harvey Davis
Anthony DeRosa
William Alva DeSavino
James DeVuono
Frank DiAngelis
James Joseph Finchen
Richard Gilmore
Lewis Byron Griffith
Marshall Guntrum
William Stewart Hargy
Paul Freeman Hoffman
William Hunt
Allen Robert Inman
Richard Ware Jefferis
Jacob Joseph Katz
John Kelly
William George Koban
John Joseph Kolega*
Forrest Millard Lewis

Thomas Charles McCaffrey
John James McMearty
Harold Eugene MacDonald
William Joseph Malloy
Charles Hamilton Porter*
Ralph James Quick
Thomas Robert Randall
John Frederick Rawlings*
Richard Calvin Rheinhart
William Edward Riemer
Samuel Vaughan Roberts
David C. A. Romano
James Abraham Ruddy*
Bartholomew Rumaker
Thomas Francis Santilli*
John William Schmidt
John Vincent Smith
Andrew Joseph Theis
Clarence Evan Thomas
Lewis Morris Trautman
William Joseph Tridico*
Blaine Logan Turner
Francis John Uleau
Meyer Weiss
Richard Austin White
Charles James Wiley
Donald Joseph Williams
Charles Louis Yoos
Bernard Zvirblis

* Member of National Honor Society

THOSE RECEIVING CERTIFICATES

The following boys, unless otherwise designated, completed one year of Post High School work in 1941, and were granted certified statements indicating the ground covered in each individual case:

January, 1941

Milton Barth
Miles Carlisle Bland
Peter Bojanic
Joseph Maison Brethwaite
Leopold John Campanella
Nicholas Castellucci*
James Lawrence Chestnut
George Ciervo
Arnold Ehrlicht
Charles Gentile
William Frederick Gross
Theodore Herskovits*
Richard David Lambert
James Bartley Lendrum
Thomas Francis McGovern
Harold Irving Rosenbaum
Willaim Warren Snyder
Robert Elmer States
John Sylvester Tobin

* 1 term

† 1 term, as of June, 1940

June, 1941

James Gordan Barnhart
James Sweigart Coffroad
Harold Russell Diffenderfer*
Francis Xavier Dugan
Jordan Jay Fleet
James Carl Ganter
Walter Kooch
Robert Stanley Lukens
Harold Bruce McQuade
Nunzio Theodore Marchese
Kenneth Bruce Marion*
Dominic Menta
Frank John Obermeier
Michael John Pohorilla
Fremont Goeffert Redfield
John Joseph Rothrock
Robert Ray Schrope
Frederick Sydney S. Smith
John Clemmer Triol*

The following boys completed the Intermediate High School course in 1941 and were granted certificates:

January, 1941

Leon Charles Durgerian
Bernard Edison
Francis Ehrenreich
Frederick Augustus Ford
Bruno Fria
William Miller Leming
Aldon Henry Lockwood
Robert Maurice McCabe
Newlin Fell Paist
James Downes Slawter
Edward George Taraska
Robert Luther VanBuskirk
Thomas White

June, 1941

Stanley Burke
Louis Cinquina
Thomas Condron
Robert Lee Francis
Robert Joseph Hane
Hallam John Lytle
Robert Elwood McKissick
Fred Leroy Moody
Robert Leroy Morrow
Roland Harry Quinn
David Harvey Roberts
Karl Edward Soltan
Adam Clark VanBuskirk
Robert Charles Zerbe